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ANNUAL REPORTS

1951-1952

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

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ANNUAL REPORT OF THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

FOR THE COLLEGE YEAR 1951-1952

A Year of Transition

The year 1951-52 in many ways marked a new era for the New Jersey State Teachers College at Montclair. New personalities appeared in several key positions at the College including the President, the Dean of Instruction, the Director of College High School. The Head of the Science Department, Mr. Earl R. Glenn, retired at the end of this academic year.

In addition to significant personality changes, the College through the passage of the Bond Issue for State Teachers Colleges, had the prospect of acquiring additional physical facilities which would mean an expanded opportunity for service to the State.

The undergraduate enrollment of the College was 968 for the year. This was down slightly from the 991 of the previous year and almost exactly 400 less than the total enrollment for the year 1947-48. The decrease in enrollment was deliberately planned as a result of the decreasing number of veterans and hence the necessity of reducing the number of faculty paid from veteran funds. (See Data on Enrollment in the tables following this section)

The College enrollment during the year represented students from every county in the state except Cape May and Mercer, the largest number of students coming from Essex, Bergen and Passaic in that order. The previous academic year a new major in Speech had been initiated and the majors in that field totalled 37 at the end of 1951-52.

The Part-Time and Extension Division enrollment held up unusually well in spite of the decreased number of veterans attending under the G.I. Bill of Rights. There were a total of 748 students in the Summer Session. This was a decrease from the previous year total of 829, but it was 100 more than in 1949.

The Study of the Room Usage in the College indicated that the facilities available were still woefully inadequate even for the reduced enrollment, the particularly critical places being the gymnasium and the science laboratories.

Graduate Division

There has been considerable study of the Graduate Division offerings during this academic year with special attention being given to the development of courses carrying more than two points' credit and an attempt to increase the number of students who select research projects in the pursuit of the M.A. degree. A new research course, Integration 603, was instituted in order to prepare students more thoroughly in research techniques, with the thought that this would increase the number of students who would carry on mature studies in some field of education.

Letter Report of the New Jersey State Teachers Retirement Board

for the Calendar Year 1951-1952

A Year of Transition

The year 1951-52 is one which marks a new era for the New Jersey State Teachers Retirement System. Two developments occurred in direct and positive ways the future operation of the System. The passage of Senatorial Bill 37- 1951 by Senator Frelinghuysen and the passage of the Teachers Pension and Annuity Fund Act, Chapter 246, P.L. 1952, by the Legislature.

In addition to significant permanent improvements, the Retirement System was benefited by the good luck for State Teachers Retirement, and the adoption of additional advanced investment facilities which could have no economic consequences for members of the System.

The accomplishments mentioned in the Retirement Law had two aim. This was done primarily from the 3% of the payroll and all members contributed due less than the total actuarially for the year 1951-52. The Retirement Board authorized the differentially planned as a result of the investigation conducted by Wharton and Young and especially in reducing the number of Retirement Board members from 11 to 7. (See text on Retirement in the Twelfth Fiscal Year, section)

The Teachers Retirement System has been experiencing the problems from every source in the state which deals with the teacher, the general public, the members of the Legislature, Senator and Assembly in each county. The Retirement Board has a new major in Senator Bill 37 and the Teachers Pension and Annuity Fund Act by the end of 1951-52.

The Pre-Time and Retirement Service Retirement Law will be considerably well in excess of the anticipated number of retirees effectively under the old bill or Plans. There were a total of 742 retirees in the Senior Pension. This was a decrease from the year 1951 of 1951-52, but it was 127 more than in 1950.

The Study of the Book Years in the Retirement Retirement and the Facilities Retirement were still monthly Retirements and 127 the reduced enrollment, the particularly without those under the Pension and the science laboratories.

Teachers Pension

There has been considerable study of the Teachers Pension System during this academic year with special attention being given to the establishment of contract matching and the Pension Fund and in an effort to increase the number of members who believe retirement benefits in the area of the U.S. Bureau. A new research center, Investment Corporation, has been in order to provide students and community in teaching technique with the course that will increase the number of teachers who would enter in teaching in some field or elsewhere.

Teachers College Bond Issue

The year 1951-52 is significant in teacher education in New Jersey because of the passage of the $15,000,000 bond issue for the improvement and expansion of facilities in teachers' colleges.

The New Jersey State Teachers College at Montclair played a very important role in bringing this bond issue to the people of New Jersey and later assuring its passage before the electorate of the State. Prior to the time that the bond issue was placed on the ballot, the Montclair College had prepared a 20-minute sound motion picture describing the shocking lack of facilities at the College. Once that Governor Driscoll had signed the bill placing the bond issue on the ballot, a State committee was formed with representatives from the various State Teachers Colleges and organizations supporting the drive for the bond issue. It was then decided that the motion picture, which was titled "Assignment for Tomorrow", would be re-edited to include some sequences involving other colleges in the State and used as a basic tool in the campaign to have the bond issue passed.

The President of Montclair was assigned the responsibility of preparing and disseminating all printed materials having to do with the bond issue drive as well as the revision of the motion picture. The fact that three out of every five voters in November, 1951, voted in favor of the bond issue is evidence of the success of this campaign. No small part of this success was due to the motion picture, "Assignment for Tomorrow," which was distributed widely throughout the state to PTA's, service clubs and other organizations. It is estimated that more than 60,000 people saw this motion picture.

Television in Education Research

The State Teachers College at Montclair has for some time given leadership to experimentation in the field of educational television. With the cooperation of the DuMont Laboratories, several staff members have had special training in this field and a number of significant projects have been carried on.

Shortly after the DuMont Laboratories loaned television equipment to the College, a special faculty committee was organized in educational television and Mr. Edward Rasp, instructor in charge of the audio-visual laboratory, spent part of his time each week at the DuMont Laboratories, learning about the care and use of television cameras and telecasting equipment. On the basis of this training a special television workshop was organized for undergraduates and the production of television programs started. In the beginning these programs were for the most part on closed circuit, but as the skill and ability of the students and staff increased, a number of programs were carried over local television stations.

In 1951 at the invitation of the DuMont Foundation an application was prepared for funds from that Foundation to carry on the more extensive program of experimentation. The Foundation made a grant of $8,600 which was

subsequently approved by the State Board of Education and the Governor's office, and a more extensive program was set into motion. Mr. Rasp became full-time director of the project. A secretary was employed and the program of extensive experimentation was launched. The culmination of these experiments was a full day's demonstration on April 30, 1952 of educational television over the DuMont UHF station. This was the first time that educational telecast had ever been made over a UHF station. Metropolitan newspapers saw this as a significant step in educational television and reporters from most of the major metropolitan papers covered these demonstrations. This program was later described in a publication, "Educational Television Moves Forward," written by Professor Lawrence Conrad. This publication was designed to reach thousands of people interested in educational television.

Shortly after the April 30th demonstration a state program of educational television under the Commissioner's office became active and Mr. E. Rasp applied for leave of absence to work on the state project. This leave of absence was granted and arrangements were made to replace Mr. Rasp by Mr. Thaddeus Sheft, who had been active in the television workshop at Montclair.

After the demonstration of April 30th it became obvious that the next step in the Montclair project was to prepare regular television presentations that could be carried regularly into classroom situations on the basis of the results of this type of teaching as compared with more conventional types. Consequently applications were prepared to present to various foundations including The Ford Foundation.

The School of Conservation

The New Jersey State School of Conservation located in Stokes State Forest continues to be under the general administration of the Montclair State Teachers College. This school which was launched in the spring and summer of 1949 under the State Teachers College at Montclair, has grown and developed into a very active educational enterprise now involving a full-time director and staff during the summer months and part-time direction and promotion during the winter months. Mr. Edward Ambry has been added to the Montclair staff as Director of the School of Conservation. The accompanying table is a summary of the activities of the School of Conservation during the summer of 1952.

Building Maintenance and Repair

As a result of visitations to the State Teachers Colleges by various citizens' groups interested in the Teachers College Bond Issue, there was in the fall of 1952 some criticism of the State Teachers College at Montclair for lack of adequate maintenance and repair of its buildings.

Because of this criticism it was decided that an outside expert should be invited to the college to survey the maintenance needs of the institution and make recommendations with reference to these needs. Subsequently Dr. Arthur Linn of Teachers College, Columbia University, came to the college at the invitation

of the President and spent a day examining the buildings, interviewing the members of the maintenance staff and studying the distribution of maintenance time available to the administration. Copy of Dr. Linn's report is appended herewith. In essence the report states that the maintenance staff of the College was woefully inadequate, far below even the minimum standard required for a plant the size and variety of the Montclair College. On the basis of the report from Dr. Linn, recommendations will be made for additional personnel to maintain and repair the plant and equipment at Montclair. Such help is needed if the investment which the State of New Jersey has in the plant is to be protected.

Alumni Activities

In connection with the proposed drive for funds for a student activities building, it has become obvious that the alumni of the College must develop a closer relationship to the institution and that a more careful and persistent contact be made with this group. Preliminary study has shown that there exists a large margin of error in the mailing lists of the alumni and that means that many of the mailing pieces that are now sent out do not reach their destination.

With the cooperation of a War Memorial Fund Board it is planned to develop the alumni list and to recruit volunteer workers who can assist in examining these lists for inaccuracies. Alumni of the College represent a potential support for the institution which should be harnessed toward improving the facilities and quality of students who are going into teacher training.

Administrative Council

The Administrative Council which has traditionally been composed of the President, the Dean, the Registrar and the heads of the academic departments, has during this academic year enlarged both in membership and in function. On the basis of the vote of the members of the Council it was recommended that the President invite the Director of Personnel and the Chairman of the Graduate Committee to become members of this Council. A regular time of weekly meeting is established each semester and the Council meets for a minimum of one hour per week. It is the policy of the Administration to keep the members of the Council closely in touch with the administrative problems and to seek the advice of this group in all matters.

Preparing for Visitation

The State Teachers College at Montclair is scheduled to receive a visit from a Committee of the American Association of Colleges of Teacher Education during the fall of 1952. During the past academic year committees were organized to prepare for this visitation and to make a self-analysis of the College on the basis of the forms submitted by the A.A.C.T.E.

Additional Activities of the President, Montclair State Teachers College

John H. Bosshart testimonial dinner committee
Chairman, National Commission on Economics in Teacher Education

[illegible]

[illegible]

[illegible]

Additional Activities of the President, Montclair State Teachers College

Member, National Board, Camp Fire Girls, Inc.
Member, National Committee on Personnel, Boy Scouts of America
Vice Chairman, New Jersey Branch, American Association for the United Nations
Chairman, Advisory Board, Recreation Dept., Town of Montclair

Recommendations

1. The curriculum of the college should be continually evaluated by the faculty with a view to keeping it abreast of current needs.

2. The entrance requirements should be studied to determine if the best possible candidates are being selected for the teaching profession.

3. Continued effort should be expended to improve the physical plant of the College. Over and above whatever new buildings are erected, there is need for more personnel and more materials to keep the physical plant from deteriorating.

4. The modern concept of the college - especially the public institution - calls for extensive inter-relationships with the surrounding communities. This relationship should be extended through visits to the campus, cultural activities, news releases, faculty participation in community affairs. There is a special obligation to keep the people informed about public institutions.

5. There is an almost desparate need for wholesome social activities among the students. This need grows largely out of a lack of facilities where these activities take place - but there are many things that can be done to improve the situation.

6. There has been some experimentation at Montclair with integration between Freshman courses of World Civilization and World Literature. This experimentation should continue for another year and then some attempt be made to evaluate the results.

EDP:fev

[illegible]

[illegible]

[illegible]

NEW JERSEY SCHOOL OF CONSERVATION

SUMMARY OF ACTIVITIES

FISCAL YEAR - July 1, 1951 - June 30, 1952

Courses offered to Graduate and Undergraduate students	14
Number of different students enrolled	131
Gross Enrollment in courses	142
Number of Credits granted through the six New Jersey State Teachers Colleges	288
Course offered in cooperation with Panzer College	1
Number of different students enrolled	54
Gross Enrollment in course	54
Number of Credits granted by Panzer College	108
Number of people who attended week-end conferences, one-day sessions or other short-term sessions	649
Camp Wapalanne (Youth Program age 11-18) Number of Camper-Weeks	467

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
New York 27, N. Y.

December 11, 1951

Dr. E. DeAlton Partridge, President
State Teachers College
Montclair, New Jersey

Dear President Partridge:

I hereby present a brief report concerning my personal reaction to the standards of building service rendered in your institution following my all day visit to your campus on December 7, 1951. Naturally, a one day visit is not sufficient to permit the accumulation of all facts and data that would be necessary if a complete building service survey were to be made, but some evidence is so obvious that at least tentative conclusions may be drawn.

First, I may say that the standards of certain aspects of building service in your institution are definitely below standard, and specifically the housekeeping and building repairs. The care of grounds and engineering (steam generation) aspects, on the other hand, are receiving more favorable attention. This conceivably may be due to the fact that the Superintendent of Buildings and Grounds - otherwise known as Engineer in Charge of Maintenance and Buildings - is more interested in engineering and grounds aspects than he is in housekeeping and maintenance activities; on the other hand, it is perfectly clear to me that there just is not enough manpower available in your building service department to do the many jobs that ought to be done in an educational institution of your size and type. Your State Teachers College at Montclair is an institution of substantial size. There is an overall campus of 70 acres, of which a total of 32 acres are developed. The physical plant structures consist of:

	Floor Area
One main college building	81,882 gross square feet
One demonstration high school building	30,970 gross square feet
Three temporary classroom buildings	16,400 gross square feet
One music building - temporary	5,000 gross square feet
One studio (formerly a garage)	1,940 gross square feet
	136,192

Two dormitories (Russ Hall and Chapin Hall) caring for 192 girls
One temporary barrack-type dormitory (Robert Hall) housing 50 boys
One multiple garage housing two trucks, a jeep, and miscellaneous lawn mower and snow plow equipment
One central heating plant
Temporary veterans' housing of barracks type constituting 41 dwellings.
One small recreation building.

Your building service staff at present consists of a total of 18 people; 15 men and 3 women. Two of the women are assigned as dormitory maids working under the direction of the house mothers in the two girls' dormitories, leaving a total of 16 persons to care for the remaining housekeeping, maintenance, engineering, watchman, and general grounds care, to say nothing of a multitude of miscellaneous portering jobs. This crew of sixteen persons may be classified as follows:

1 Superintendent of Buildings and Grounds - or engineer
4 firemen
9 building maintenance men (custodial and grounds workers)
1 watchman (classified locally as building maintenance man)
1 matron

The Superintendent of Buildings and Grounds - or engineer - presumably is expected to supervise the many related activities of his department and should scarcely be expected to give much of his personal time to the performance of specific job duties, other than those of an emergency nature. Apparently, however, he does give some time to repairs of an engineering or mechanical nature.

Since the heating plant is manned on a continuous 24-hours-per-day-basis for 168 hours per week, it requires the services of 3½ men on a 48-hour per week basis to care just for the direct heating plant operation. However, additional time is required to make some heating system repairs and to care for faculty requests to enter buildings after hours, so a total of four firemen is entirely justified. (An additional fireman position was vacant on the date of my visit.)

The matron, who is on duty from 7 a.m. to 4 p.m. for five days and 7 a.m. to 12 noon on Saturdays, cares for girls' locker rooms and lavatories, and the Women's Faculty Room, and also assists in the cleaning of offices in the morning.

One man classified as building maintenance man is scheduled to make rounds from 11 p.m. to 7 a.m. and in a sense, therefore, may be considered a night watchman, although he has other assigned cleaning duties in the main college building. In view of the fact that over 350 persons live on the campus in dormitories and veterans' housing, which contain definite fire hazards, the importance of the watchman service should not be minimized.

One person classified as building maintenance man, scheduled from 7 a.m. to 4 p.m., spends his time servicing the two girls' dormitories: Chapin and Russ Halls. This is a heavy schedule for one man.

One person classified as building maintenance man scheduled from 6:00 a.m. to 3:30 p.m. cares for the music building and Robert Hall - the latter consisting of a two-story barracks type temporary dormitory housing 50 boys. He also takes care of calls for oil, gas and electric service from veterans' housing units.

One person classified as building maintenance man is scheduled from 3:00 p.m. to 11 p.m. He cares for late afternoon and evening activities in the main college building and also is assigned definite areas for cleaning.

The remaining six persons classified as building maintenance men are scheduled from 7 a.m. to 4 p.m. five days a week and from 7 a.m. to 12 noon on Saturdays. One of these six men is scheduled to care for the three temporary classroom buildings with a total of 16,400 gross square feet of floor area, leaving five other men to care for the basic cleaning of the main college building, the high school building, and the grounds of the entire campus. Since the grounds alone require the service of the equivalent of two full time men the year round (as a minimum), in effect there are only three men available to care for the major cleaning of the main college and high school buildings.

No men at all are available primarily for the purpose of making general building repairs.

To be perfectly candid, the building service staff has been given an impossible assignment. While it is possible that some better housekeeping standards might be expected if closer supervision were given to this aspect of the service, there just are not enough people on the staff to render the standards which - of all places - ought to be demonstrated in a teachers college. On the basis of surveys I have made in seven other colleges and universities, plus several hundred public school buildings, I am convinced that reasonable standards of housekeeping in college academic buildings require on the average the employment of the equivalent of a full-time person (44 hours per week) per 12,000 gross square feet of floor area. On this basis, the main college building with 81,882 gross square feet of floor area should have assigned the equivalent of 7 full-time persons, and the high school building the equivalent of 2½ full time people. Indeed, the several buildings used for academic purposes with a total of 136,192 gross square feet of floor area should have at least 11 people caring for the general cleaning services.

It is my judgment that your local building service staff should have a minimum of 22 persons, exclusive of men who might be employed primarily for repair work and maids employed in dormitories. These 22 persons would consist of:

One superintendent
Four firemen
One watchman
Two groundsmen
Two men serving dormitories and veterans' housing
Eleven cleaners
One general substitute to cover absences for illness, etc., holidays, weekends, vacations, and for special occasions.

If this analysis of your local needs were to be accepted, you should have six more people than are presently employed (or five more than your budget currently calls for since one position of fireman is vacant.) It should be kept in mind, however, that this is a minimum schedule and that more people could be used to advantage, especially in view of the fact that you have a large campus to care for, and the main building is an old structure overloaded with students, and used for part-time courses in the evening and on Saturday mornings.

Two other pertinent observations may be made: (1) You could use to advantage more female help with cleaning. Women can do many cleaning jobs better than men. Furthermore, there would be little likelihood of the women being called away from cleaning duties to work on grounds, which may be one reason why present housekeeping standards are so low, and (2) since the buildings are crowded during the normal day hours, this is not the best time for cleaning. If additional people are employed, an attempt should be made to have at least some of the cleaning work done at night, or perchance in the early morning hours. It is possible that some employees can be hired on a part-time basis. Perhaps some of the veterans living on the campus might be interested in part-time work for three or four hours daily.

Up to this point practically all discussion has centered about standards and needs for housekeeping services. I think it is appropriate to remark that your building repair services are also below standard. This no doubt is due to several causes:

(1) The main building is old and shows signs of substantial deterioration. Some buildings erected in recent years are of

a temporary nature and thus subject to rather rapid wear and tear. The major buildings on the campus with stucco on exterior walls and tile roofs were not designed for local climatic conditions and, therefore, are subject to undue deterioration.

(2) There is not a single full time repairman employed on the local maintenance staff so many repairs are neglected. In my opinion, you should have at least three full-time men employed for repair maintenance; a carpenter, a mechanic with some skill in steamfitting and plumbing, and a general helper. A case could easily be built for an even larger crew to include an electrician and a painter.

(3) The current budget for repairs, for the entire plant, provides only $25,000 for this important item. This amount strikes me as being quite unrealistic, and especially in view of the fact that practically all repair work (except that of a minor nature cared for by the local building service staff) must be done by contract or by outsiders on a time and material basis. While I did not have time to make a detailed study of your repair needs, it strikes me that an annual repair budget of $40,000--$50,000 would be more realistic than one of only $25,000.

The question was raised as to what might be done to rehabilitate the main college building if it were to be continued in service over a period of years. Since this building was erected in 1909, it is approximately 43 years old and thus has served the major period of its usefulness. The building is in need of substantial exterior roof and stucco wall repairs, and several things ought be done on the interior to make it more attractive and usable if it is to be continued in service. A broad program of interior decoration with the judicious use of colors would do much to add "life" to the rather drab monotonous interior. Artificial illumination should be improved throughout the building, and a good job will require rewiring plus the installation of modern shielded fluorescent fixtures. Floors could be improved in appearance by sanding and sealing the wood floors, or by the installation of other types of flooring material. Slate chalkboards should be rehabilitated. The automatic temperature control system should be overhauled. The present radiation consists largely of pipe coils along the side of the outside walls and many of these "radiators" are not trapped. The ventilating system is no longer in service. Toilet room facilities leave much to be desired. All in all, it would seem to me that the cause of education is sufficiently great to justify the replacement of this structure with a new modern building in the very near future. However, in the event that funds cannot be made available for this purpose in the near future, and the building must be continued in service over a period of a decade or more, some consideration might be given to a rehabilitation program that will make the structure more acceptable. Interior paint would help a great deal, and especially if the dark interior woodwork were to be enamelled. Modern artificial illumination also would appear to be a "must." Much old equipment, such as desks, seats and chairs, ought to be replaced. While this main building is outdated and possesses many shortcomings, it also contains several substantially good spaces that might be salvaged for miscellaneous purposes for a period of years if sufficient funds cannot be made available to replace it in the relatively near future.

Cordially yours,

H. H. Linn (signed)
Professor of Education

FACULTY 1951-1952

ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Full-time members of Regular Payroll:

Degree	1947-1948 No.	1947-1948 %	1948-1949 No.	1948-1949 %	1949-1950 No.	1949-1950 %	1950-1951 No.	1950-1951 %	1951-1952 No.	1951-1952 %
Doctor's degree or Equiv. Preparation	34	55%	34	55%	38	54%	42	55%	43	54%
60 Semester-hours of Graduate Study	13	21%	16	26%	22	31%	25	32%	22	28%
Master's Degree or Equivalent preparation	14	22%	11	17%	10	14%	8	10%	13	16%
Bachelor's degree	0	0%	0	0%	0	0%	1	1%	1	1%
M.D. degree	1	2%	1	2%	1	1%	1	1%	1	1%
Totals	62	100%	62	100%	71	100%	77	99%	80	100%

Full-time members of Veterans Payroll:

Doctor's degree or Equiv. Preparation	7	29%	7	29%	5	31%	1	8%	0	0%
60 Semester-hours of Graduate Study	4	17%	5	21%	2	12½%	3	25%	3	75%
Master's Degree or Equiv. Preparation	11	46%	10	42%	6	37½%	6	50%	1	25%
Bachelor's degree	2	8%	2	8%	3	19%	2	17%	0	0%
Totals	24	100%	24	100%	16	100%	12	100%	4	100%

PROFESSORIAL RANK PERCENTAGES FOR FULL-TIME FACULTY

Rank	No.	Percentages
Professor	14	17%
Associate Professor	13	15
Assistant Professor	24	28
Instructors	30	36
Assistant Instructor	3	3
TOTALS	84	99%

All permanent faculty members on leave were counted, but not their replacements.

FACULTY 1951-1952

ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Full-time members of Regular Rank:

Degree	1947-1948 No.	%	1948-1949 No.	%	1949-1950 No.	%	1950-1951 No.	%	1951-1952 No.	%
Doctor's degree or Equiv. Preparation	34	55%	34	55%	38	54%	42	57%	41	54%
60 Semester-hours of Graduate Study	13	21%	16	26%	22	31%	23	32%	22	28%
Master's Degree or Equivalent preparation	14	22%	11	17%	10	14%	8	11%	13	16%
Bachelor's degree	0	0%	0	0%	0	0%	1	1%	1	1%
S.D. degree	1	2%	1	2%	1	1%	1	1%	1	1%
Totals	62	100%	62	100%	71	100%	77	99%	80	100%

Full-time members of Veterans payroll:

Doctor's degree or Equiv. Preparation	7	29%	7	29%	5	31%	1	8%	0	0%
60 Semester-hours of Graduate Study	4	17%	5	21%	2	12½%	3	25%	3	75%
Master's Degree or Equiv. Preparation	11	46%	10	42%	6	37½%	6	50%	1	25%
Bachelor's degree	2	8%	2	8%	3	19%	2	17%	0	0%
Totals	24	100%	24	100%	16	100%	12	100%	4	100%

PROFESSORIAL RANK PERCENTAGES FOR FULL-TIME FACULTY

Rank	No.	Percentages
Professor	14	17%
Associate Professor	13	15
Assistant Professor	24	28
Instructors	30	34
Assistant Instructor	3	3
TOTALS	84	99%

All permanent faculty members on leave were counted, but not their replacements.

1951-1952 FACULTY AND STAFF CHANGES

Faculty Appointments

E. DeAlton Partridge	President of the College
Clyde M. Huber	Dean of Instruction
Keith W.Atkinson	Director of the College High School and Associate Professor of Education
Edward J. Ambry	Asst. Professor of Education, Health Education,and Director of N. J. School of Conservation
Frederic W. Borges	Instructor, Mathematics
Philip S. Cohen	Instructor, Social Studies
Mary C. Rivero Conlon	Part-Time Instructor, Spanish
Hope C. Corso	Public Relations Director & Instructor of English
Edward J. Gallagher	Part-Time Instructor, Geography
Dorothy B. Koons	Resident Alumni Secretary & Asst. Instructor, Education
Claire M. Merlehan (2/1/52)	Reference Librarian & Asst. Instructor
Josephine McKeeby Phillips	Instructor, Mathematics
Beatrice L. Tukesbury (2/1/52)	Substitute Part-Time Instructor, Speech
Lillian Rosenberg	Substitute Part-Time College Physician
Ralph A. Vernacchia	Instructor, Art

Staff Appointments

Barbara A. Baylor	Junior Library Assistant
Clare Durst	Senior Clerk-Bookkeeper
Jacklin Scott Ingold	Senior Clerk-Stenographer
Margaret Mostica (5/21/51)	Senior Clerk-Stenographer
Iris G. Myers	Senior Clerk-Stenographer
Charlotte L. Pritchard	Resident Graduate Nurse
Elizabeth Stevens	Housemother & Dormitory Hostess
Rose Marie Stotz	Dining Room Supervisor

Resignations & Retirements, Military Leaves of Faculty Members

Mary C. Rivero Conlon	Part-Time Instructor, Spanish
John Craft	Instructor, Music
Edward J. Gallagher	Instructor, Geography (Part-Time)
Earl R. Glenn - Retirement	Professor of Science & Head of Science Dept.
C. E. Jackson - Retirement	Asst. Professor, Education, & Admissions Dir.
George Kays - Military Leave as of August 31,1951	Instructor, Mathematics
Robert W. McLachlan - Military Leave as of Sept. 1, 1951	Associate Professor of Science
Lillian Rosenberg	Substitute Part-Time College Physician
Pauline B. Tish	Part-time Instructor, the Dance, & Phys. Ed.

Military Leaves Continuing in 1951-1952

Henry Schmidt - Military Leave as of March, 1951	Asst. Professor & Director, Health, Physical Education & Recreation
Morris Seibert - Military Leave as of March, 1951	Instructor & Registrar

1952-1953 FACULTY AND STAFF CHANGES

Faculty Appointments

B. Dwelton Furbidge	President of the College
Clyde E. Maher	Dean of Instruction
Julio E. Villanueva	Director of the College High School and Associate Professor of Education
Edward J. Autry	Asst. Professor of Education, Health Education, and Director of H. S. School of Conservation
Frederic W. Borgen	Instructor, Business
Phillip E. Cohen	Instructor, Social Studies
Mary C. Alvarez Conlon	Part-Time Instructor, Spanish
Rose C. Curso	Public Relations Director & Instructor of English
Edward J. Gallagher	Part-Time Instructor, Geography
Dorothy M. Lodge	Resident Assist. Secretary & Asst. Instructor, Education
Clifre M. Worlebon (x\1\52)	Reference Librarian & Asst. Instructor
Josephine Mckenzie Phillips	Instructor, Mathematics
Beatrice L. Tomsbury (x\1\52)	Substitute Part-Time Instructor, Spanish
Lillian Bowsprot	Substitute Part-Time College Physician
Ralph A. Vrancovic	Instructor, Art

Staff Appointments

Bertha E. Taylor	Senior Library Assistant
Clara Duret	Senior Clerk-Bookkeeper
Lydia Scott Logan	Senior Clerk-Stenographer
Marjorie Gustine (3\31\51)	Senior Clerk-Typewriter
Ida G. Myers	Senior Clerk-Stenographer
Charlotte L. Trinkhard	Resident Graduate Nurse
Elizabeth Stevens	Bookmobiler & Delivery Service
Rose Marie Stets	Aides Home Department

Resignations & Retirements, Military Leave of Faculty Members

Mary C. Alvarez Conlon	Part-Time Instructor, Spanish
John Craft	Instructor, Music
Edward J. Gallagher	Instructor, Geography (Part-Time)
Earl R. Olsen - Retirement	Professor of Science & Head of Science Dept.
C. E. Jackson - Retirement	Asst. Professor, Education, & Adelphian Sis.
George Lara - Military Leave as of August 31, 1951	Instructor, Mathematics
Robert W. Schlechte - Military Leave as of Sept. 1, 1951	Associate Professor of Science
Phillip Rosenberg	Substitute Part-Time College Physician
Pauline E. Tiak	Part-Time Instructor, Elm Lodge, & Fine. Ed.

Military Leaves Continued in 1951-1952

Henry Schmidt - Military Leave as of March, 1952	Asst. Professor & Director, Health, Physical Education & Recreation
Harris Solomon - Military Leave as of March, 1952	Instructor & Registrar

1951-1952 FACULTY AND STAFF CHANGES
(Continued)

Other Leaves in 1951-1952

Herbert Gooden - To State Dept. of Education	Asst. Professor, Social Studies
Filomena Peloro - To Spain for year's study	Asst. Instructor, Spanish

Staff Resignations and Retirements

Florence Haas Downing	Library Assistant
Ruth Lippitt	Secretary to the Dean of Women (Senior Clerk-Stenographer)
Harriet Maxwell - Retirement	Dormitory Hostess and Housemother
Marianna Mershon	Library Assistant
Elizabeth Stevens	Dormitory Hostess and Housemother

Other Leaves in 1951-1952

Barbara Gordon - To take Dept. of Education	Asst. Professor, Social Studies
Filomena Falco - To finish her year's study	Asst. Instructor, Spanish

Staff Resignations and Retirements

Florence Dean Lowrie	Library Assistant
Ruth Lightly	Secretary to the Dean of Women (Senior Clerk-Stenographer)
Gerald Bucovell - Retirement	Custodian Worker and Groundsman
Mariana Marvin	Library Assistant
Elizabeth Stevens	Custodian Workers and Groundsman

DATA ON ENROLLMENT

Table I - Spring Enrollment in Freshman, Sophomore, Junior and Senior Classes by Men and Women for the Five-Year Period Beginning February 1, 1948 and ending February 1, 1952.

Class	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952
Freshmen					
Men	194	114	99	114	90
Women	173	192	166	136	168
Total	367	306	265	250	258
% of Grand Total	27%	26%	24%	25%	27%
Sophomores					
Men	250	145	100	89	113
Women	162	145	173	149	128
Total	412	290	273	238	241
% of Grand Total	30%	24%	25%	24%	25%
Juniors					
Men	159	201	111	89	79
Women	178	138	132	167	133
Total	337	339	243	256	212
% of Grand Total	25%	28%	22%	26%	22%
Seniors					
Men	88	123	179	121	93
Women	163	146	134	126	164
Total	251	269	313	247	257
% of Grand Total	18%	22%	29%	25%	26%
GRAND TOTAL	1367	1204	1094	991	968

DATA ON ENROLLMENT

Table 1 - Spring Enrollment in Freshman, Sophomore, Junior and Senior Classes by Men and Women for the Five-Year Period Beginning February 1, 1968 and ending February 1, 1972.

Class	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972
Freshmen					
Men	134	114	99	114	90
Women	173	192	106	136	108
Total	307	306	205	250	198
% of Grand Total	27%	26%	24%	25%	17%
Sophomores					
Men	130	145	100	89	113
Women	182	145	173	149	147
Total	312	290	273	238	260
% of Grand Total	30%	24%	29%	24%	19%
Juniors					
Men	129	201	111	89	77
Women	178	138	134	147	139
Total	307	339	245	236	216
% of Grand Total	25%	28%	23%	20%	15%
Seniors					
Men	88	143	179	121	93
Women	163	146	134	136	154
Total	251	289	313	247	247
% of Grand Total	18%	22%	29%	19%	20%
GRAND TOTAL	1,207	1,204	1,036	971	966

Table II - Spring Registration by Counties for the Period from February 1, 1948 to February 1, 1952

County	1947-1948			1948-1949			1949-1950			1950-1951			1951-1952			Percent Distrib. 1951-52
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Atlantic	4	10	14	2	7	9	3	9	12	4	6	10	6	7	13	1.3%
Bergen	94	90	184	82	80	162	75	67	142	72	72	144	65	90	155	16.0
Burlington	1	1	2	1	3	4	2	-	2	1	-	1	1	-	1	0.1
Camden	8	9	17	5	9	14	2	9	11	1	8	9	1	4	5	0.5
Cape May	3	1	4	3	-	3	3	1	4	-	1	1	-	-	-	0.0
Cumberland	3	10	13	2	6	8	1	6	7	-	3	3	1	5	6	0.6
Essex	280	242	522	242	225	467	188	218	406	145	210	355	133	201	334	34.5
Gloucester	1	2	3	1	3	4	3	2	5	-	3	3	-	2	2	0.2
Hudson	75	75	150	66	68	134	53	73	126	48	67	115	43	56	99	10.2
Hunterdon	2	2	4	1	2	3	1	2	3	1	1	2	-	1	1	0.1
Mercer	-	3	3	-	2	2	-	1	1	-	1	1	-	-	-	0.0
Middlesex	12	11	23	14	10	24	12	16	28	8	12	20	6	12	18	1.8
Monmouth	6	23	29	10	28	38	13	33	46	12	27	39	8	27	35	3.6
Morris	24	31	55	19	35	54	17	29	46	19	23	42	28	26	54	5.5
Ocean	2	6	8	2	7	9	6	9	15	5	10	15	5	9	14	1.4
Passaic	108	96	204	84	78	162	72	74	146	61	76	137	49	90	139	14.3
Salem	1	-	1	1	-	1	1	-	1	1	-	1	-	2	2	0.2
Somerset	8	11	19	4	7	11	2	5	7	2	2	4	1	3	4	0.4
Sussex	5	6	11	3	4	7	2	4	6	4	5	9	3	4	7	0.7
Union	46	39	85	40	43	83	33	45	78	26	47	73	20	52	72	7.4
Warren	3	7	10	1	4	5	-	2	2	1	3	4	3	2	5	0.5
Out-of-State	5	1	6	-	-	-	-	-	-	2	1	3	2	-	2	0.2
TOTALS	691	676	1367	583	621	1204	489	605	1094	413	578	991	375	593	968	99.5%
% Increase or Decrease			10.1%			-11.9%			-9.1%			-9.4%			-2.3%	

Table III - Number of Freshmen Admitted over Five Year Period

Year	Men	Women	Total
1947-1948	189 (Jan. - 32 June & Sept. - 157)	171 (Jan. - 15 Sept. - 156)	360
1948-1949	134 (Sept. only)	219 (Sept. only)	353
1949-1950	99 (Sept. only)	166 (Sept. only)	265
1950-1951	150 (Sept. only	157 (Sept. only)	307
1951-1952	126 (Sept. only	192 (Sept. only)	318

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1947-1948	7	30	67	3	107 (Includes 23 former MSTC students)
1948-1949	7	12	39	6	64 (Includes 15 former MSTC students
1949-1950	3	20	35	16	74 (Includes 23 former MSTC students
1950-1951	5	12	33	16	66 (Includes 13 former MSTC students
1951-1952	4	14	25	25	68 (Includes 17 former MSTC students
TOTAL	26	88	199	66	379 (Includes 91 former MSTC students

Table III - Number of Freshmen Admitted over Five Year Period

Year	Men	Women	Total
1947-1948	189 (Jan. - 32 June & Sept. - 157)	171 (Jan. - 15 Sept. - 156)	360
1948-1949	134 (Sept. only)	419 (Sept. only)	553
1949-1950	99 (Sept. only)	166 (Sept. only)	265
1950-1951	130 (Sept. only	157 (Sept. only)	287
1951-1952	126 (Sept. only	192 (Sept. only)	318

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1947-1948	7	30	67	3	107 (Includes 43 former WSTC students)
1948-1949	7	12	29	6	54 (Includes 15 former WSTC students
1949-1950	3	20	35	16	74 (Includes 23 former WSTC students
1950-1951	5	12	33	16	66 (Includes 13 former WSTC students
1951-1952	4	14	25	25	68 (Includes 17 former WSTC students
TOTAL	26	88	189	66	379 (Includes 91 former WSTC students

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1947-48		1948-49		1949-50		1950-51		1951-52		Total		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Lack of Funds	23	10	18	23	9	6	8	3	7	5	65	47	112
Health	11	13	3	6	10	6	2	2	2	5	28	32	60
Transfer to other School	11	9	8	12	11	7	8	11	10	8	48	47	95
Marriage	-	1	-	6	-	6	-	10	-	8	-	31	31
Family Reasons	-	-	-	-	2	4	1	5	4	9	7	18	25
Dropped (Dismissals)	17	10	16	10	9	11	7	7	11	15	60	53	113
Not Interested in Teaching	16	9	6	5	8	6	7	8	3	1	40	29	69
Moved from State	-	-	-	-	-	-	-	-	1	1	1	1	2
U.S. Mil. Service	4	-	4	-	5	-	34	1	18	-	65	1	66
Death	1	-	-	-	-	1	-	-	-	-	1	1	2
Employment	-	-	-	-	1	1	4	5	4	4	9	10	19
Miscellaneous & Not Given	-	-	-	-	1	-	*11	15*	*5	3*	17	18	35
Total by M. & W.	83	52	55	62	56	48	82	67	65	59	341	288	629
GRAND TOTAL	135		117		104		149		124		629		

*Miscellaneous & Not Given figures for 1950-51 and 1951-52 include for first time those who failed to register.

Table VI - Student Enrollment by Majors as of February 1st of Each Year in Five Year Period

Department	1947-48	1948-49	1949-50	1950-51	1951-52
Business Education	271	220	191	166	156
English	245	213	221	200	208
Language	138	151	138	114	110
Mathematics	184	166	138	127	118
Music	56	64	66	67	55
Science	144	118	84	84	77
Social Studies	329	272	256	207	207
Speech	-	-	-	26	37
TOTALS	1367	1204	1094	991	968

Table VII - Percentages of Total Number of Students Enrolled in Each Major Each Year

Year	1947-48	1948-49	1949-50	1950-51	1951-52
Totals	1367	1204	1094	991	968
	% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.
Business Education	20%	18%	17%	17%	16%
English	18%	18%	20%	20%	21%
Languages	10%	12%	13%	11%	11%
Mathematics	13%	14%	13%	13%	12%
Music	4%	5%	6%	7%	6%
Science	11%	10%	8%	8%	8%
Social Studies	24%	23%	23%	21%	21%
Speech	-	-	-	3%	4%

Table VI - Student Enrollment by Majors as of February 1st of Each Year in Five Year Period

Department	1947-48	1948-49	1949-50	1950-51	1951-52
Business Education	271	220	191	186	156
English	245	315	321	300	308
Language	134	131	136	114	110
Mathematics	184	164	150	127	118
Music	56	61	65	67	59
Science	144	118	84	84	77
Social Studies	327	272	265	307	307
Speech	-	-	-	16	37
TOTALS	1367	1301	1094	991	962

Table VII - Percentage of Total Number of Students Enrolled in Each Major Each Year

Year Totals	1947-48 1367	1948-49 1301	1949-50 1094	1950-51 991	1951-52 962
	% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.
Business Education	20%	16%	17%	17%	16%
English	18%	24%	30%	30%	32%
Language	10%	10%	12%	11%	11%
Mathematics	13%	14%	14%	13%	12%
Music	4%	5%	6%	7%	6%
Science	11%	10%	8%	8%	8%
Social Studies	24%	22%	24%	24%	32%
Speech	-	-	-	2%	4%

Table VIII - Analysis of Enrollment by Curricula for the Year 1951-52, as of Feb. 1952

Department	Year in College 1st	2nd	3rd	4th	Total	Sex M	W
Business Education	41	34	36	45	156	95	61
English	61	45	42	60	208	27	181
Languages	32	23	26	29	110	27	83
Mathematics	29	35	26	28	118	41	77
Music	11	15	14	15	55	30	25
Science	17	32	9	19	77	43	34
Social Studies	57	49	49	52	207	103	104
Speech	10	8	10	9	37	9	28
TOTALS	258	241	212	257	968	375	593

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Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

Year	Number of Matriculants	Number Receiving A.M. Degree
1947-1948	541	87
1948-1949	499	100
1949-1950	560	137
1950-1951	606	129
1951-1952	601	121

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Table X - Classification of Candidates for the Master's Degree by Majors

Department		1951-52
Administration & Supervision	Integration	152
Personnel and Guidance	Integration	94
Business Education		49
English		90
Language		1
Mathematics		40
Science		52
Social Studies		123
	Total	601

Table VIII - Analysis of Enrollment by Courses for the Year 1951-52, as of Feb. 1952

Department	Year in College				Total	Sex	
	1st	2nd	3rd	4th		M	F
Business Education	41	34	36	45	156	95	61
English	61	45	44	50	200	77	123
Language	32	23	25	29	110	77	33
Mathematics	29	35	26	26	116	41	77
Music	11	15	14	15	55	20	35
Science	17	22	9	19	77	43	34
Social Studies	37	43	25	32	137	105	102
Speech	10	8	10	9	37	9	28
TOTALS	258	241	212	237	948	516	932

Table IX - Enrollment for A.B. Degree and Number of Degrees Granted over Five Year Period

Year	Number of Matriculants	Number Receiving A.B. Degree
1947-1948	541	27
1948-1949	477	100
1949-1950	560	137
1950-1951	605	129
1951-1952	601	121

Table X - Classification of Candidates for the Master's Degree by Majors

Department		1951-52
Administration & Supervision	Interpretation	152
Personnel and Guidance		94
Business Education		49
English		90
Language		1
Mathematics		40
Science		53
Social Studies		123
Total		601

Table XI - Distribution of 1952 Graduates Including June and August Graduations

For Secondary Teachers	Degree	Not Previously Eligible for Certification		Previously Eligible for Certification		Totals	
		Men	Women	Men	Women	Men	Women
Administration & Supervision	A.M.	1	1	28	11	29	12
Business Education	A.B.	22	23	0	0	22	23
	A.M.	1	1	9	3	10	4
English	A.B.	9	48	0	0	9	48
	A.M.	2	0	3	3	5	3
Language	A.B.	6	23	0	0	6	23
	A.M.	0	0	0	0	0	0
Mathematics	A.B.	13	15	0	0	13	15
	A.M.	2	0	4	2	6	2
Music	A.B.	10	7	0	0	10	7
Science	A.B.	7	11	0	0	7	11
	A.M.	3	0	7	2	10	2
Social Studies	A.B.	21	28	0	1	21	29
	A.M.	2	0	4	5	6	5
Speech	A.B.	2	7	0	0	2	7
Personnel & Guidance	A.M.	1	3	8	15	9	18
TOTALS		102	167	63	42	165	209
Graduate Curricula						75	46

Table II - Distribution of 1957 Graduates Including Home and Library Training/Area

For Secondary Teachers	Degree	Not Previously Eligible for Certification		Previously Eligible for Certification		Totals	
		Men	Women	Men	Women	Men	Women
Principalship & Supervision	A.B.	1	1	28	11	29	12
Business Education	A.B.	22	23	0	0	22	23
	A.M.	2	1	8	3	10	4
English	A.B.	7	45	0	0	7	45
	A.M.	2	0	2	2	2	2
Language	A.B.	3	23	0	6	3	29
	A.M.	4	0	0	0	4	0
Mathematics	A.B.	13	15	1	0	14	15
	A.M.	2	0	2	2	4	2
Music	A.B.	10	7	8	0	18	7
Science	A.B.	7	11	0	0	7	11
	A.M.	3	0	8	2	11	2
Social Studies	A.B.	21	28	1	1	22	29
	A.M.	2	0	4	2	6	2
Sports	A.B.	3	7	8	2	11	9
Personnel & Guidance	A.M.	1	3	8	12	9	15
TOTALS		102	187	69	42	165	229
Graduate Students						75	44

Table XII - Part-Time, Extension, and Summer Session Division

Part-Time and Extension Statistics

Year	No. of Courses Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
1945 Fall	34	26	305	525	1.7	20.1
1946 Spring	37	29	386	760	1.9	26.2
1946 Fall	41	32	409	749	1.8	23.4
1947 Spring	36	30	424	685	1.6	22.8
1947 Fall	39	36	488	822	1.6	22.8
1948 Spring	34	30	415	777	1.8	25.9
1948 Fall	35	33	445	932	2.1	23 (Pt-Time courses only)
1949 Spring	32	31	499	1101	2.2	27 " " "
1949 Fall	33	32	591	1444	2.4	33 " " "
1950 Spring	35	35	641	1620	2.5	35 " " "
1950 Fall	38	38	595	1346	2.2	28 " " "
1951 Spring	40	40	540	1137	2.1	25 " " "
1951 Fall	36	36	582	1179	2.0	29 " " "
1952 Spring	37	37	607	1196	1.9	29 " " "

Summer Session Statistics

Summer of 1946	78	77	444	1180	2.6	15.3
1947	65	56	430	1063	2.4	19.0
1948	60	59	444	1096	2.4	18.5
1949	82	79	640	1571	2.4	18.6
1950*	81	75	874	2105	2.8	23.5
1951*	76	71	829	1807	2.5	21.9
1952**	76	69	748	1506	2.2	19.6

*Total No. of students and registrations include both China Institute & Schl. of Conservation figures. Other 1950 & 1951 data are for Montclair courses only.
** China Institute has now become a regular part of the Montclair rolls & included in all 1952 data.

Table XII - Part-Time, Evening, and Summer Session Division

Part-Time and Evening Statistics

Year	No. of Courses Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
1945 Fall	34	26	305	525	1.7	20.1
1946 Spring	37	29	380	726	1.9	25.0
1946 Fall	41	32	429	749	1.8	23.4
1947 Spring	36	30	424	685	1.6	22.8
1947 Fall	39	35	484	822	1.6	22.5
1948 Spring	34	30	415	777	1.8	25.9
1948 Fall	35	33	445	932	2.1	28 (Pt-time courses only)
1949 Spring	32	32	499	1101	2.2	27 " " "
1949 Fall	33	32	511	1444	2.4	33 " " "
1950 Spring	35	35	541	1280	2.5	35 " " "
1950 Fall	34	38	575	1345	2.2	28 " " "
1951 Spring	40	40	540	1327	2.1	25 " " "
1951 Fall	36	36	582	1179	2.0	29 " " "
1952 Spring	37	37	607	1196	1.7	29 " " "

Summer Session Statistics

Summer of						
1946	76	77	444	1180	2.6	15.3
1947	65	56	430	1052	2.4	19.0
1948	60	57	444	1096	2.4	18.5
1949	82	77	640	1571	2.4	18.6
1950*	81	75	874	2285	2.6	23.5
1951*	76	71	529	1407	2.5	21.0
1952**	76	69	748	1506	2.2	19.6

*Total No. of students and registrations include both Urban Institute & Small. of Conservation figures. Other 1950 & 1951 data are for Industrial courses only.
** Urban Institute has now become a regular part of the Wentworth Polls & included in all 1952 data.

Table XIII - Summary of Enrollment Data

Instructional Division	1947-48	1948-49	1949-50	1950-51	1951-52
Regular Undergraduate	1367	1204	1094	991	968
Regular Full-time Graduate	28	47	69	55	34
Summer Session	444	640	874	829	748
Part-Time and Extension	903	944	1232	1135	1189
College High School	178	176	172	170	164
Totals	2920	3011	3441	3180	3103

The above figures include duplicates

The total enrollment, or graduates and withdrawals, of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	1,028
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1952 were as follows:

Graduates with A.B. degree	4399
Graduates with A.M. degree	1197
Withdrawals	1737
Total	7333

Table XIII - Summary of Enrollments Data

Instructional Division	1947-48	1948-49	1949-50	1950-51	1951-52
Regular Undergraduate	1,407	1,604	1,934	994	924
Regular Full-time Graduate	49	47	89	35	31
Summer Session	444	649	874	920	780
Part-time and Extension	923	924	1,232	1,145	1,185
Dallas High School	178	178	172	171	164
Totals	2,980	3,041	3,421	3,180	3,094

The above figures include duplicates

The total enrollment, by graduates and withdrawals, of the State Normal School from 1930 to 1951 was approximately as follows:

Graduates	3,981
Withdrawals	1,040
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1952 were as follows:

Graduates with A.B. degree	439
Graduates with A.S. degree	1,197
Withdrawals	1,717
Total	3,333

ANNUAL REPORT OF THE DEAN OF INSTRUCTION, 1951 - 1952

New Jersey State Teachers College at Montclair

Introduction

The first year of incumbency in any new position is necessarily one of rather careful, measured study and evaluation. The personal philosophy of the incumbent must be merged with established policies and procedures. At the same time an appraisal must be made of the activities of the office in as objective a fashion as possible with consequent modifications and improvements instituted as such study seems to warrant.

Fortunately several circumstances made this initial year particularly fruitful in terms of study and analysis. Several special projects that formerly were centered in the Office of the Dean of Instruction have been reassigned as responsibilities of other offices. The organization of the New Jersey State School of Conservation under a new director; the appointment of a new adviser to the college annual; and the transfer of the promotion of the Bond Issue, the War Memorial Fund drive, and the United Nations Institute to other offices are some of the detailed responsibilities assumed by other offices. Previously, the transfer of active administration of the graduate program to the Graduate Committee and its chairman and the supervision of the mimeographing and duplicating services to the office of the Director of Admissions, had been of assistance in this connection. These changes have given additional time and opportunity for study of the college program, particularly the staff and curriculum in relation to the state teacher education needs.

At the same time several other circumstances and events made it necessary to plunge immediately into active participation in the solution of problems of the college. The State Teachers College Bond Issue drive and its resultant problems, the self-evaluative study by the college in preparation for the visit of the committee from the AACTE, extensive staff changes and illness of key staff members were some of the special problems requiring considerable attention of the Dean.

Members of the staff have been particularly cooperative and helpful. The weekly meetings of the Administrative Council have served to acquaint the Dean with many of the policies and interpretations of the program of the college. The meetings of the Deans of the New Jersey State Teachers Colleges and other state-wide conferences have been helpful in understanding the relationship of the college to the needs of the state. Very real progress has been made in establishing lines of communication and in the delineation of administrative responsibilities.

The Dean of Instruction serves as Assistant to the President in

matters of general administration and in this capacity must work closely with the Office of the President and must keep informed on all activities of the college. However, the major time should be devoted to the functions which are naturally related to instruction. These areas may be summarized as follows:

1. Study and recommendation of curricular changes

2. Selection and orientation of probationary staff members

3. Consultation with staff members regarding interpretation of teaching procedures and evaluation through testing and other means

4. Coordination of the program of instruction through heads of instructional departments

5. Development of cooperation among the student-teaching program of the college, the subject-matter departments, and educational theory and practice

6. Stimulation of institutional study and research

7. Organization of part-time, extension, and summer-session courses

8. Formulation and supervision of policies of instruction

9. Coordination of auxiliary services of the colleges including library, new tools for learning, assembly programs, and recreational activities in relation to the curricular goals

There are other specific functions that could be listed in a complete job analysis. Those listed above are considered the areas of major emphasis. Some of the special activities are included in the sections to follow.

Self-Evaluation Study

In preparation for the scheduled revisitation and evaluation of the college by a Committee from the American Association of Colleges for Teacher Education as part of the Association's three-year plan, the Dean has directed the program of self-evaluation along lines suggested by the schedules supplied by the Association. The entire faculty has been organized for participation in this work. The chart of organization and description of plans are attached to this report. (See Exhibit A.)

The Office of the Dean of Instruction has made studies and prepared data for the use of the committees covering faculty preparation, faculty loads, grade distributions, building utilization, graduate records, etc. Tables and charts of this data are included in the self-evaluation report to be presented to the Committee.

The committees have approached their task with enthusiasm and high

Exhibit A

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PLANS AND PROCEDURES FOR COLLEGE EVALUATION
AND REVISITATION PROGRAM OF THE AACTE

The American Association of Colleges for Teacher Education has scheduled a three-year program of revisitation and evaluation of all member institutions. The Montclair State Teachers College was on the schedule for this year. However, because of the Bond Issue Campaign and changes in administration this visit was postponed until next year, probably in the fall semester. As a part of this total program each college is expected to conduct an extensive evaluation of its own program in terms of the standards adopted by the Association. This procedure has undergone several recent revisions providing detailed forms for data as well as more complete statements analyzing implications of each standard with scale evaluations so that each institution can measure its own achievement level.

These forms are prepared and distributed by the Association for use in the self-evaluation process and for consolidation of the final report of the institution to the Association. A committee of the Association will visit each institution to check what they actually find against the institution's own evaluation and statements of fact. Administrative staff, faculty, and students will be interviewed by members of the visiting team. Some classes will be visited, also meetings of special organizations and groups. The committee will make an inspection of the physical facilities of the college. After the visit is completed, the committee will submit a written report to the Association, copies of which will be available to the college giving the evaluation and recommendations of the committee.

The chairman of the Association's Committee on Accrediting makes the following statement about the evaluations: "...We want this program to be an educational experience of great magnitude at each institution of our membership - an experience that will involve and stimulate the thinking not only of the president and the dean and the registrar and a few others in key administrative positions, but every member of the staff." Our organization for the self-evaluation phase is intended to implement this idea. The Administrative Council headed by the president will have general responsibility for the organization of the study and review of recommendations. An executive coordinating committee headed by the dean of instruction will function in carrying out the directives of the Administrative Council. A faculty committee will be formed to study each area covered by the several standards in terms of which the evaluation is organized by the Association, with the exception of Standard VIII. These committees will be made up on the basis of interest and experience of faculty members in the areas, and also on the basis of the need of faculty members to learn something about other areas than those in which they are serving.

The following schedule should be approximated.

DECEMBER

1. All standards to be duplicated and made up in sets for committee members - Some extras will be made available for faculty members who may want to study an area other than that covered by the committee of which they are members.

2. A faculty meeting to be set aside for orientation in the organization and procedures

3. Committees to be appointed to cover each standard for study, evaluation, and recommendations in relation to the standard. At the close of its study each committee will submit one completed copy of the answers and evaluations to the Coordinating Committee.

JANUARY AND FEBRUARY

4. Each committee will be free to set up its own procedures, times of meeting, and method of study. The services and information needed may be obtained from departments, offices, and staff advisory services noted on the organization chart.

MARCH

5. The committees should report back to the Coordinating Committee. In addition to the information needed on the regular forms provided by the AACTE for the evaluation each committee should provide:

   A. A set of recommendations for immediate action
   B. A set of recommendations for long-term action

APRIL

6. The Administrative Council should receive, classify, and recommend action on the reports and recommendations. At the time of consideration of any recommendation the Administrative Council will need committee representation to help interpret the findings of the committee.

MAY

7. The final report will be compiled by the Coordinating Committee for presentation to the faculty.

JUNE

8. In so far as is practicable the administration will arrange to make provision for final recommendations in the college program beginning in September, 1952.

SEPTEMBER

9. Plans for the visitation of the AACTE Committee to be developed

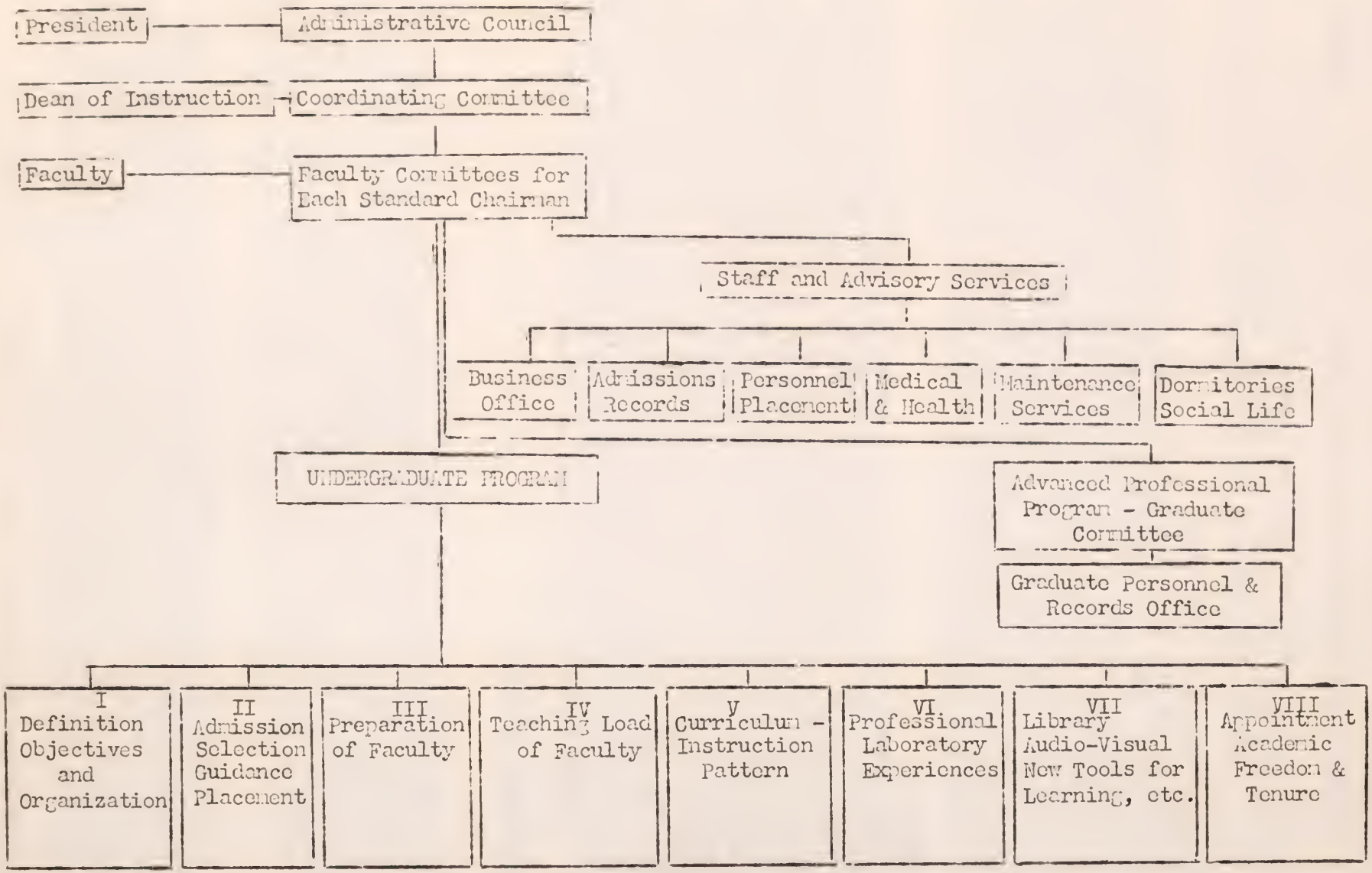
10. The final institutional report will be submitted to the AACTE

Selection of Committee Membership

Since the entire study is to be an educational experience as well as a self-evaluation, it would seem wise to have a committee made up of members who have considerable knowledge and experience in the area to be studied by the group and others who may well profit from the study in terms of information gained and related to other parts of the college program. Certain members will be selected for each committee who can give special contributions to the work of that committee. Others will be assigned on request. Each person will be given an opportunity to express preference with the understanding that not all first preferences may be granted. The organization chart hits the nine committees to be formed and the topic to be studied. Please indicate your preference for service by listing first choice, second choice, and third choice based on your interest and potential contribution or your interest in learning more about what the college is doing in a particular area. Please return the attached form to the Office of the Dean of Instruction on or before December 14.

12/7/51 - F

ORGANIZATION CHART FOR AACTE EVALUATION STUDY



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hopes that the self-evaluation will result in many improvements. Each committee has prepared recommendations as well as factual and evaluative information on the schedules. The Administrative Council is now in the process of hearing the committee reports and studying the recommendations. A summary report will be presented to the faculty at an early meeting during the fall semester before the visit of the AACTE Committee which is at present scheduled for the week of November 17.

The self-evaluation program is proving to be a very worth-while educational experience for the faculty members participating. Strengths and weaknesses of the program are revealed. Many misconceptions and misunderstandings about the college program have been cleared up in the process of committee study. However, many fundamental differences of opinion and convictions for which there is no immediate resolution have also been revealed. This is inevitable in a dynamic and progressive program. These are problems on which we can continue to work.

Curriculum Revision

1. Catalog Revision In the course of preparation of the new catalog for the years, 1952-54, the instructional departments were requested to study the departmental offerings for the purpose of the elimination of courses that have not been offered in the past five years or more, and for which there will likely be no need in the immediate future. Some of these courses were developed by persons no longer on the staff and which no one on the staff at the present time seems interested in offering. Many courses have been retained, even though they have not been offered because of the crowding out of electives to accommodate the elementary certification program, with the hope that an easing of the emergency need for elementary-school teachers will make it possible in the near future to return to an enriched program of elective courses. When an opportunity for more free electives is possible, some study should be made to adopt policies that will insure a rounded and well-balanced program for each student without undue emphasis in any one subject.

2. Business Education Curriculum An extensive revision was made of the business education curriculum following the request of Dr. Morrison to study the effect of the new (18th Edition) certification requirements. The Board of Examiners maintained that our previous major entitled "Accounting and Social Business" did not fulfill a major requirement. Actually on study of the definition of "Business Practice" the major sequence previously followed consisted of two minors, a minor in accounting and a minor in social business. Courses in "Business Practice" were defined to mean for the major specified in the 18th Edition as "Accounting and Business Practice" courses in business practice related to accounting.

A major consisting of approved courses was set up for the certification in accounting and business practice as well as a minor in social business. The new approved major and minor sequences are herewith listed.

Major in Accounting and Business Practice		Sem.Hrs.
Bus.Ed. 202	Business Mathematics	4
Bus.Ed. 301	Bookkeeping and Accounting	4
Bus.Ed. 302	Principles of Accounting	4
Bus.Ed. 410	Cost Accounting	4

Bus.Ed. 416	Accounting Problems	2
Bus.Ed. 201B	Business Organization and Management	2
Bus.Ed. 201A	Business Law for Accountants	2
Bus.Ed. 404	Business Economics	2
Bus.Ed. 408	Business Finance	2
Bus.Ed. 409	Money and Banking	2
Bus.Ed. 413	Business Statistics	2
		30

Minor in Social Business Subjects

Bus.Ed. 101	Introduction to Business	4
Bus.Ed. 102	Business Law	4
Bus.Ed. 402	Salesmanship	3
Geog. 303	Regional Commercial Geography of the Americas	3
Electives in Business Education		4
		18

The above electives must be chosen from the following:

Bus.Ed. 405	Marketing	2
Bus.Ed. 406	Advertising	2
Bus.Ed. 414	Merchandising	2
Bus.Ed. 407A	Consumer Education	2
Bus.Ed. 407B	Consumer Education	2

Minor in Accounting and Business Practice

Bus.Ed. 202	Business Mathematics	4
Bus.Ed. 301	Bookkeeping and Accounting	4
Bus.Ed. 302	Principles of Accounting	4
Bus.Ed. 410	Cost Accounting	4
Bus.Ed. 416	Accounting Problems	2
		18

Since the greatest likelihood of placement of business education teachers is in the area of general business in the junior high school and social business and commercial arithmetic, it becomes almost necessary for a student to take his minor in the department also if his major is in business education. There is also a great demand for teachers of typewriting and secretarial subjects for which the college has no curriculum. The greatest service in terms of placement would be to provide majors and minors in secretarial and social business subjects since there is relatively little demand for teachers of accounting in the secondary schools. The new curriculum will provide a stronger major in accounting especially as a foundation for graduate study. However, it is doubtful if it will meet the actual needs for teachers as well as curricula in secretarial studies and social business, particularly in the area of consumer education.

It has been helpful for business education majors to have a minor in another department, many of them in physical education. By taking some extra credit and by excusing them from the elementary courses, it may be possible for them to achieve the extra minor so desirable for placement. The Commissioner's directive dated December 11, 1950 which expresses the mandate of the State Board of Education regarding the requirement of "the minimum courses necessary for standard certification in elementary grades 3 - 8,"

specifically mentioned application to English, history (social studies), mathematics, and science majors. On this basis majors in business education could be relieved of this requirement except for the courses, Child Growth and Development and Regional Commercial Geography of the Americas and the elementary experience in student teaching. The Administrative Council could well consider the application of recommendation 2 of the same directive applying to student teaching. The requirement of "approximately one-half of their student teaching in elementary grades" was not specifically extended to business education majors. Such experience is undoubtedly desirable and helpful for all secondary majors so that the continuance for business education majors may be deemed advisable by the Council.

3. Graduate Program The Graduate Committee and the Department of Integration have given some study to the graduate program. Discussion has centered around the recommendations of Dr. Morrison in several communications and meetings with the Graduate Committee. The proposals are mainly concerned with organization of seminars, practicums, larger units of course organization into three and four semester-hour courses, the application of the requirement for theses, and the reorganization of the required course in Methods and Instruments of Research."

As one step in the direction of more seminar work, with smaller classes, the course, Integration 503, has been reorganized for experimental purposes next year and expanded as outlined in the following course description and explanation of procedure. (See Exhibit B.)

The Graduate Committee and the Department of Integration recommend consideration of a third major in the graduate program of that department. There are many teachers who do not necessarily wish to qualify as administrators or as full-time counselors and who would desire a program in the general area of education, child growth and development, and advanced professional courses. The proposal of the degree of "Master Teacher" for this curriculum has been considered. This would help to raise the prestige of classroom teaching by placing emphasis on the worth of a graduate program specifically designed for the classroom teacher. The objection to the title of the degree is that it could imply that those awarded the regular Master of Arts degree are not "Master Teachers." Regardless of the particular title of the degree, the proposal has great merit and should be further developed.

The greatest obstacle to the institution of these proposals has been the problem of financing the smaller classes that would be required to conduct graduate seminars of a high standard and to provide for professors' time to give to conferences for research and thesis. The reports of the Graduate Committee give the details of these problems and questions raised. One of the methods of partial solution to the problem of finance is to bring some of the graduate instruction into the regular faculty assignments, especially where this policy would not reduce the opportunity for faculty members to earn the additional salary previously expected from part-time and extension courses.

4. Department of Languages There is a distinct decline in the number of high-school graduates who indicate interest in a major or minor in classical languages. Of the freshmen so far admitted for the academic year, 1952-1953, none have indicated a preference for a major in Latin. This may be the natural result of a declining emphasis on Latin in the high schools and a

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

New Course

Integration 603. Principles and Practices of Research

The purpose of this course is to introduce students of education to research and its practical application to professional problems. The course treats: the nature and types of educational research; methods and techniques of educational research; and the tools used in interpreting statistical data. During the course the student selects a problem and begins the research which will be completed the second semester.

Prerequisite: Mathematics 400 or equivalent

Credit: 4 semester-hours

Method of Organization for the Experimental Approach to the Research Fundamentals Course

This course will be given in two parts, one part each semester for two semester-hours. The course will be accepted in place of the required course, Integration 503, and the comprehensive examination for those who desire to pursue this experimental program.

The class is limited to 30 matriculated students with majors in the Integration Department, who have completed a course in educational statistics or an equivalent. The course is conducted on an experimental basis according to plans which are now under study for extension to all Master's degree matriculants. The group is divided into two sub-groups on the basis of major, approximately half the group should be majoring in Administration and Supervision and approximately half in Personnel and Guidance.

The 16 class meetings of the first semester are divided between general sessions of the entire group in which the principles of research and their application to professional problems are studied, and in the remaining sessions the group is divided into two seminars each seminar conducted by a member of the Integration Department.

Part I must be followed by Part II the second semester. The work of the second semester continues the seminar begun the first semester centering around problems of research, one of which is to be selected and developed by each member of the seminar.

7/9/52 - F

corresponding increase of interest and diversity of offerings in modern languages. The prospects of minors in Latin do not appear any more favorable in view of the fact that there are six who have selected this minor in their freshman year. Five sophomores and two juniors are indicated by a tabulation of March 12 of this year. It is a question whether or not we can continue to offer the opportunity to elect a major in Latin and indeed a serious question as to the economy of continuing to offer the subject other than as an elective.

One possibility that needs study and consideration is the offering of Latin as a minor subject with advanced courses telescoped together and the offering of an additional minor in a modern language, perhaps German or Italian. In the year, 1946-47, a study was made of the possible state needs for teachers of German. While this survey was limited to four counties, it covered the principal counties of service of the college and probably represented the situation elsewhere. At that time only three schools indicated any expected need of German teachers, and one of those expressed the situation as "replacement may be needed in ten years."

The department conducted a similar survey this year in 105 high schools of the State. German is taught in 61 of these schools, and of these schools 12 indicated a possibility of future need for German teachers. Of 44 schools not offering German, only one indicated a possible future need.

This survey shows that a demand and need for German teachers does exist to a slight degree and that this demand has increased since 1947.

Instructional Program

1. Orientation of New Faculty Members Meetings were held each week for several weeks from Sept. 20 through Oct. 18 with the group of 11 (including the Dean) new members of the staff. The objectives of these meetings were to acquaint the new faculty members with various aspects of the college program, to provide information helpful to them in adjusting their work in the college, to acquaint them with the services of the college, and to provide opportunity for questions and discussion.

New staff members participating in this program were:

Dr. Keith Atkinson, Associate Professor of Integration and Director of the College High School

Mr. Philip S. Cohen, Instructor of Social Studies

Mrs. Hope Corso, Instructor of English and Director of Public Relations

Mr. Edward Gallagher, Instructor of Social Studies and Geography (Part-Time)

Mr. Frederic Borges, Instructor of Mathematics

Mr. Edward Ambry, Assistant Professor of Education and Director of the New Jersey State School of Conservation

Mrs. Mary Conlon, Instructor of Spanish (Part-Time)

Mrs. Dorothy Koons, Assistant Instructor of Education and Alumni Secretary

Mrs. Josephine Phillips, Instructor of Mathematics

Mr. Ralph Vernacchia, Instructor of Art

A copy of the program of meetings is attached to this report. (See Exhibit C.)

2. Integrated Courses Last year an experimental program in the integration of the freshman courses in World Literature and Civilization and Citizenship was instituted. This experiment was carried out by Mr. Kops of the Social Science Department and Dr. Young of the English Department. A general evaluation of the results based on reports of the instructors appeared so favorable that the experiment was extended to include two more members of the staff, Dr. Clayton of the Social Studies Department and Mr. Hamilton of the English Department, and one more section of students. The one section was handled jointly by Mr. Kops and Dr. Young along the lines of their previous year's experience. Dr. Clayton and Mr. Hamilton were primarily responsible for the other section with the assistance of Mr. Kops and Dr. Young. Results again seem to be quite satisfactory from informal reports of the instructors.

Such integrated instruction is costly from the point of view of staff time since in the one section two instructors must be present at class meetings all the time, so that for six hours of actual class meetings, 12 hours of instructional time approximately must be provided. Inasmuch as both instructors will not be concerned with double the number of papers or with the major responsibility all the time, a discount factor in load allowance was used in computing faculty load. 10 semester-hours of load credit were allowed, five for each of the four instructors participating, plus two additional hours each for Mr. Kops and Dr. Young for their assistance in the organization and guidance of the second section. Thus, a total of 24 semester-hours of load credit were given for what would be an equivalent load of 12 semester-hours on a non-integrated basis. We contemplate operating two sections next year on a similar basis. However, since the two additional instructors will have had a year's experience with the program, they should be able to carry on without the assistance of the other two so that a total of 20 semester-hours on the load will be credited for the 12 hours of class time. This will still be a fairly costly program. If the results of the integrated instruction are greatly superior to the divided class instruction in the separate subjects, it will possibly be well worth-while. At the end of three years the participating group plus others not subjectively identified with the experiment should make a searching evaluation of the experiment and a comparison with the results of instruction in non-integrated sections.

3. Composition, Reading, and Speech Clinics Some effort was made this year to stimulate faculty interest in referral of remedial cases to the clinics for which staff time has been set aside. Faculty members were urged to refer simple cases of deficiency in composition, including grammar and speech, directly and informally to Miss Dix. A few serious cases were considered by the Dean, and recommendations were written into their records. In such cases, fulfillment of conditions will be checked before admission to student teaching.

A program of greater use of the admission tests plus tests which the college may administer is planned for next year in the application of remedial

September 15, 1951

SCHEDULE OF MEETINGS OF NEW MEMBERS OF THE FACULTY

First Meeting - Thursday, September 20, Room 21, 10:30, a.m.

Dr. Partridge - General Relations of the College to State and Community
Miss Sherwin - Social Life, General Regulations
Miss House - Reports, Grades, and Records

Second Meeting - Thursday, September 27, Room 21, 10:30, a.m.

Mr. E. C. Davis - Responsibilities of the Personnel Division and Services to Students and Faculty
Mr. Siegel - The Work of the Business Division as It Affects the Instructional Staff and the Instructional Program
Mr. Jackson - Tests and Research Procedures, and Information Available to the Instructional Staff

Third Meeting - Thursday, October 4, Room 21

Dr. Mallory - The Philosophy of the Montclair Curriculum, Professionalized Subject Matter Approach

Fourth Meeting - Thursday, October 18, Room 21

Miss Cridlebaugh - Library Resources and Services

Miss Fantone - New Tools for Learning Bureau

Dr. Atkinson - College High School

Because of previous commitments some changes have been necessary. Additional questions may be brought out in the meetings requiring additional resource persons. Provision will be made to meet these needs. Please be prepared to bring out any questions you may wish to have answered.

C. M. Huber
Dean of Instruction

CMH:mmf

teaching. One complete section of freshmen scoring lowest on the mathematics entrance test will be required to take a non-credit remedial course in arithmetic and fundamentals of mathematics.

The reading and speech clinics have functioned in a program similar to other years. More attention to screening out cases in the freshman and sophomore years should improve the utilization of these services.

Reports of number and types of cases handled by each clinic should be submitted annually to the Office of the Dean of Instruction or to the President's office. Informal, oral reports are not satisfactory bases on which to determine the extent and nature of this work.

The importance of the clinic and remedial program was recognized by Dr. Morrison and the Deans of the State Teachers Colleges of New Jersey in devoting two meetings this year to the discussion and appraisal of possibilities. Utilization of freshman tests and supplemental testing will be discussed at another meeting next year.

4. Student Teaching and Professional Laboratory Experiences In order to continue efforts toward establishing a closer relationship between the college and the teachers in the secondary schools who are cooperating in the student teaching program, the campus conference of cooperating teachers was reinstated. This conference was held at the college on January 18. Plans and organization were carried out jointly by the Office of the Dean of Instruction and the Department of Integration on recommendation of the Administrative Council. A reception to which student teachers, the cooperating teachers to whom they were assigned, and the faculty supervisors of student teaching began the program in the afternoon. After greetings and welcoming, the cooperating teachers and the faculty members of each department held departmental meetings. These group meetings were followed by a general meeting in Russ Hall in which the student-teaching plan of the college was discussed. The general meeting was followed by a dinner for participants, and the program for the day closed with music in the Russ Hall living room by students in the Music Department.

The conference was very successful for those attending which, of course, included only a part of the large number of cooperating teachers. The conference was limited to the secondary cooperating teachers with the hope that next year the elementary teachers may be brought into a corresponding conference. In order to have a larger percentage benefiting from the conference, probably smaller regional conferences should be held for those at a distance from the campus. The cost, time, and effort necessary for organization are the main problems to surmount. The conference seems to be a step in the right direction and is in line with original plans, which, however, were developed when there was no elementary program and the number of cooperating teachers was much smaller. Continued study will be given to the organization of these conferences.

Student-Life Activities

1. Assembly Programs The Assembly Committee consisting of four student members and four faculty members with the Dean of Instruction as Chairman considered in several meetings the policies to be followed. This year no regular period was set aside weekly for assemblies. Programs were planned and offered as the need and opportunity seemed appropriate. Some attempt

was made to plan the periods and days on which assemblies were held so that no one class period woudlbe used unduly. The only fruitful periods when reasonable voluntary response can be expected are: 9:30, 10:30, and 1:30. The continuing lack of appropriate facilities is still a considerable handicap in limiting the nature of assemblies, the comfort of the audience, and the proper setting for speakers and performers.

As a general principle it is quite obvious that there is better student response to student planned and produced programs. Those that were offered this year were of an exceptionally high quality. The traditional programs of music, drama, and entertainment are well attended and well received. There was not too good a response to some of the student government mass meetings, except perhaps those in connection with the Bond Issue Drive.

The general plan of the year will be continued next year with the hope of real improvement. The extension of the plan of the use of resource visitors for a day or a large part of a day with meetings made up of smaller, more homogeneous groups, especially as to academic interest seems to be more effective than one assembly at which time a speaker is presented. Departments are urged to develop such plans with the Office of the Dean of Instruction as a definite part of the instructional program. The use of funds for the assembly programs conducted in this manner is possible especially with greater use of student talent for the college-wide assemblies.

A list of the programs for this past academic year follows:

Assembly Programs, 1951 - 1952

Sept. 19	Presentation of the Bond Issue Campaign to the student body by Dr. Partridge, presentation of the football team, band music
Sept. 26	Demonstration of the operation of a pipe organ by James Johnson
Oct. 10	Bond Issue Rally - Dr. Partridge
Oct. 23	United Nations' Week Assembly Program
Nov. 5	Bond Issue Rally
Nov. 14	Education-Week Assembly Program
Dec. 3	Dance Club Recital
Dec. 12	Pre-Christmas Music Program - College Chorus and Orchestra
Dec. 18	Traditional Christmas Program - College Choir
Jan. 11	Band Concert
Jan. 14	Dr. Vernon Nash, speaker - "World Law, Not World Anarchy"
Feb. 11	Mrs. Jessie Redmond Fauset Harris, speaker - "Negro Literature in America"
April 8	Russell Curry, performer - "There's Rhythm in Your Bones"

[illegible]

[illegible]

[illegible]

May 5	"The Ribbon" - an operetta
May 12	Presentation to the student body of a referendum on the War Memorial Fund
May 14	Band Concert
May 21	Speech Department Assembly
June 5	Presentation of Athletic Awards to the Student Body
June 10	Senior Assembly

Special resource visitors to the campus this year included the following:

On Wednesday, October 17, Dr. Leslie P. Hill, retired president of the Cheyney State Teachers College, Cheyney, Pennsylvania, served as consultant to several meetings of combined social studies classes. Groups in social-studies classes on the freshman, sophomore, and senior levels were selected for this opportunity. Dr. Hill presented thoughts and answered questions along the lines of contemporary social and intercultural problems.

On Thursday, December 6, Dr. David Jordan, Principal of the Dudley Training College for Teachers, Worcestershire, England, visited with several Integration classes throughout the day. During the afternoon he met with members of the junior and senior classes in Russ Hall. He spoke on features of teacher training in England.

2. Group Visitations to the Campus High School FTA groups as well as graduate classes from neighboring institutions of higher education who are interested in the Montclair program of teacher education are encouraged to visit the campus for a planned program of observation and consultation. The visits are arranged and administered by the Office of the Dean of Instruction.

During the past academic year the following groups were entertained:

On Monday, January 14, approximately 40 foreign students from Teachers College, Columbia University, visited here on the campus. They visited classes in both the college and in the College High School and spoke with members of the faculty on special points of interest.

On Tuesday, February 19, a group of approximately 50 students from the Point Pleasant Beach High School visited here at the college. They visited classes in both the college and College High School, saw a demonstration at the College Sound Studio, visited the library and the New Tools for Learning Bureau, and met as a group with members of the Montclair FTA chapter and certain faculty members.

A typical program for a visitation day is included. (See Exhibit D.)

3. Foreign Students During the academic year, 1951-52, two foreign exchange students from Graz, Austria, were on campus. Their names were Hermann Andrecs and Heimo Burgstaller. The academic programs for these students were supervised by the Office of the Dean of Instruction. They also were assisted in solving problems of orientation and personal adjustment.

VISITATION DAY PROGRAM
POINT PLEASANT BEACH HIGH SCHOOL
Tuesday, February 19, 1952

10:20 Arrival

10:30 - 11:20 Observations in the College High School and in the College
7th Grade Science - Professor Glenn - WA3-9
8th Grade Mathematics - Mrs. Phillips - CHS-3
9th Grade Latin - Miss Caliandro - CHS-13
10th Grade Mathematics (Geometry) - Dr. Mallory - CHS-14
11th Grade Mathematics (Algebra) - Dr. Davis - CHS-12
Int. 200B - Adolescent Psychology and Mental Hygiene (sophomore class) - Dr. Ingebritsen - Room 30
Soc. St. 100B - Civilization and Citizenship (freshman class) - Dr. Clayton - Room 27
Soc. St. 100B - Civilization and Citizenship (freshman class) - Mr. Cohen - WA1-4
Soc. St. 200B - Contemporary Political Life (sophomore class) - Dr. Fincher - Room 28
Soc. St. 200C - Contemporary Social Life (sophomore class) - Miss Stewart - Room 29

11:45 - 12:30 Lunch - College Cafeteria
The following Montclair students will be present: Joyce Pfeiffer, Ida Briscoe, Peggy Leitner, Ronald Bosland, Lucille Leeman, Fred Kluth

12:30 - 1:00 Visit to the College Sound Studio (Room A) - Mr. Rasp and Mr. Maletsky

1:00 - 1:30 New Tools for Learning Bureau - Movie, RESOURCES LIMITED, Miss Fantone

1:30 - 1:50 Group Meeting - Room 9
General Overview of the College - Dr. Huber and Montclair students - Questions, etc.

1:50 - 2:30 Tour of College Campus with Montclair Students as Guides including the following points of interest:

Women's Dormitories - Russ and Chapin Halls
The athletic field
The Art Garage
The Amphitheater
The veterans' housing area
Upper Field - Recreation Building
The Music Building
The College Library

2:30 Departure

2/15/52 - F

4. Student Government Association The Dean of Instruction is designated in the constitution of the Student Government Association as a member of the Board of Trustees of the organization and official adviser. This is an important task and one that can indirectly affect the whole citizenship, attitudes, morale, and physical well-being of the student body. The Dean has attended the bi-weekly and sometimes weekly lengthy sessions of the Board. The SGA is well organized and well conducted; it represents in fact as well as form the entire student body; and it conducts its business with procedures which are the embodiment of democratic principles. Several new and important projects were attacked by the SGA this year including the Bond Issue Campaign, revision of the SGA constitution, extension of the services of the snack bar, revision of election procedures including use of voting machines, furnishing and operating a recreation lounge, stimulation through its official committee of the citizenship and general clean-up program, and increase of the SGA fee to accelerate the Student Union War Memorial Building plans.

5. Student Awards Again this year the college committee composed of faculty members and students selected a promising group of seniors to represent the college in the publication, Who's Who in American Colleges and Universities. George Saner was selected to receive the fifth and final John F. Riddell Memorial Trophy, and Jeanne Culliton was selected to receive the courtesy membership in the American Association of University Women.

6. Special and Off-Campus Activities In addition to the many routine committees, departmental meetings, conferences, social events in the student-activities program, club meetings, and other campus activities in which the Dean of Instruction is expected to participate, there are many calls for representation of the college at high-school career days, parent-teacher meetings, as well as conferences of organizations of a professional nature.

A calendar of these activities in which the Dean of Instruction participated during the past year follows:

Sept. 5	N.J.S.T.C. Deans' Meeting - Trenton
Oct. 9	Bloomfield Lions Club - Bloomfield
Oct. 11-12	N.J.S.T.C. Faculty Institute - Trenton
Oct. 15	Bergenfield Rotary Club - Tenafly
Oct. 16	N.J.C.S. Employees' Dinner - Montclair
Oct. 24	AAUW Luncheon - Montclair
	NJEA Dinner for PTA Sponsors and Officers - Trenton
Oct. 25	Lodi Kiwanis - Lodi
Oct. 29	Park School PTA - Orange
Nov. 1-2	Sixteenth Educational Conference - Educational Records Bureau - New York City
Nov. 6	Chatham High School Career Day - Chatham
Nov. 9-10	NJEA Meetings - Atlantic City
Nov. 14	Fair Lawn High School Career Night - Fair Lawn
Nov. 17	Representative of American Council on Education at N.Y.U. Conference on Building Plans in Relation to Audio-Visual Aids - New York City
Nov. 20	N.J.S.T.C. Deans' Meeting - Trenton
Nov. 23-24	Middle States Association Meetings - Atlantic City
Nov. 28	Rutherford High School College Night - Rutherford
Dec. 6	Barringer High School Career Conference - Newark
Jan. 28	Recording for WBGO Career Programs - Weequahic High School - Newark

Feb. 27	N.J.S.T.C. Deans' Meeting - Trenton
March 3-5	Member of inspection committee of Middle States Association for evaluation of Brockport, New York, Teachers College, Brockport, New York
March 14	N.J. Council on Education - Ewing Township High School
March 19	Meeting of the N.J.S.T.C. Presidents - Trenton
March 20	Madison High School Career Day - Madison
March 26	Interstate Teacher Education Conference - Teachers College, Columbia University, New York City
March 29	Eastern States Conference on Teacher Education - New York City
April 19	FTA Leaders Conference, NJEA Headquarters - Trenton
May 9	Association of N.J.S.T.C. - Trenton
May 15	Dinner in honor of Commissioner Bosshart - Rutgers University
May 27	State FTA Meeting - New Jersey College for Women - New Brunswick

The academic year, 1951-52, surely was found to be an interesting and profitable one, and members of the staff were found to be extremely cooperative and helpful in helping the new Dean of Instruction to become oriented to the institution and with the work of the Office of the Dean of Instruction.

Respectfully submitted,

C. M. Huber

C. M. Huber
Dean of Instruction

CMH:mmf

September 29, 1952

ANNUAL REPORT OF THE REGISTRAR

1951-52

UNDERGRADUATES

Trends and developments

The total gross enrollment of the undergraduate division for the Year, 1951-52, represented all the counties* of the State and included three out-of-state residents;

Table I

ANALYSIS OF ENROLLMENT

Year, 1951-52

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	6	9	15	
Bergen	66	93	159	15.38%
Burlington	1	-	1	
Camden	1	4	5	
Cape May	-	-	-	
Cumberland	1	5	6	
Essex	151	211	362	35.01%
Gloucester	-	2	2	
Hudson	49	57	106	10.25%
Hunterdon	-	1	1	
Mercer	-	-	-	
Middlesex	7	12	19	1.84%
Monmouth	9	29	38	3.67%
Morris	30	28	58	5.61%
Ocean	5	9	14	
Passaic	59	95	154	14.89%
Salem	-	2	2	
Somerset	1	3	4	
Sussex	3	4	7	
Union	20	53	73	7.06%
Warren	3	2	5	
Out-of-State	2	1	3	
Totals	414	620	1,034	

*except Cape May and Mercer

ANNUAL REPORT OF THE SUPERINTENDENT

1951-52

INTRODUCTORY NOTES

Trends and Developments

The total prison enrollment of the undergraduate division for the Year, 1951-52, represented all the counties of the State and included three out-of-state residents:

Table I

ANALYSIS OF ENROLLMENT

Year, 1951-52

Undergraduate Division Cross Enrollment by County

County	Men	Women	Total	Percentage of Total Enrollment
Alameda	6	9	15	
Bergen	66	93	159	15.39%
Burlington	1	-	1	
Camden	1	4	5	
Cape May	-	-	-	
Cumberland	1	5	6	
Essex	171	211	382	35.01%
Gloucester	-	2	2	
Hudson	49	57	106	10.25%
Hunterdon	-	1	1	
Mercer	-	-	-	
Middlesex	7	12	19	1.83%
Monmouth	9	29	38	3.67%
Morris	30	28	58	5.61%
Ocean	5	6	11	
Passaic	59	75	134	12.95%
Salem	-	2	2	
Somerset	1	3	4	
Sussex	-	7	7	
Union	20	55	75	7.26%
Warren	1	2	3	
Out-of-state	2	-	2	
Total	354	680	1,034	

*except Cape May and Warren

Distribution by counties, Fall, 1951, represented all counties, except Cape May and Mercer, of the State and included three out-of-state residents.

Table II

ANALYSIS OF ENROLLMENT

FALL, 1951

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	6	9	15	
Bergen	64	92	156	15.28%
Burlington	1	-	1	
Camden	-	4	4	
Cape May	-	-	-	
Cumberland	1	5	6	
Essex	145	211	356	34.87%
Gloucester	-	2	2	
Hudson	49	57	106	10.38%
Hunterdon	-	1	1	
Mercer	-	-	-	
Middlesex	7	12	19	1.86%
Monmouth	9	29	38	3.72%
Morris	30	28	58	5.68%
Ocean	5	9	14	
Passaic	59	93	152	14.89%
Salem	-	2	2	
Somerset	1	3	4	
Sussex	3	4	7	
Union	20	52	72	7.05%
Warren	3	2	5	
Out-of-State	2	1	3	
Total	405	616	1,021	

Distribution by counties, July, 1951, representing all counties, round Cape Ray and Burgeo, of the State and Isolated Bays out-of-work residents.

Table II

DISTRIBUTION OF UNEMPLOYMENT

JULY, 1951

Unemployment statistics by counties

County	Men	Women	Total	Percentage of Total Unemployment
Albert	6	9	15	
Argyle	64	92	156	15.42%
Burlington	1	-	1	
Conche	-	4	4	
Cape Ray	-	-	-	
Conception	1	5	6	
Ferme	145	211	356	34.6%
Gloucester	-	2	2	
Harbour	49	57	106	10.3%
Hermitage	-	1	1	
Burgeo	-	-	-	
Middlebay	1	12	13	1.3%
Notre Dame	9	29	38	
Norris	39	46	85	8.4%
Green	5	9	14	5.6%
Placentia	59	93	152	14.8%
Talan	-	2	2	
Sonerset	1	3	4	
Tasmer	3	4	7	
Trinity	20	52	72	7.0%
Twillingate	3	2	5	
Out-of-State	2	1	3	
Total	407	616	1,023	

Distribution by counties, Spring, 1952, represented all counties of the State, except Cape May and Mercer, and included three out-of-state residents.

Table III

ANALYSIS OF ENROLLMENT

SPRING, 1952

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	6	7	13	
Bergen	65	90	155	16.01%
Burlington	1	-	1	
Camden	1	4	5	
Cape May	-	-	-	
Cumberland	1	5	6	
Essex	133	201	334	34.50%
Gloucester	-	2	2	
Hudson	43	56	99	10.23%
Hunterdon	-	1	1	
Mercer	-	-	-	
Middlesex	6	12	18	1.86%
Monmouth	8	27	35	3.62%
Morris	28	26	54	5.58%
Ocean	5	9	14	
Passaic	49	90	139	14.36%
Salem	-	2	2	
Somerset	1	3	4	
Sussex	3	4	7	
Union	20	52	72	7.44%
Warren	3	2	5	
Out-of-State	2	-	2	
Total	375	593	968	

Distribution by counties, Spring, 1972, representing all students of the State, except Cape May and Ocean, and including three out-of-state students.

Table III

ANALYSIS OF ENROLLMENT

Spring, 1972

Undergraduates Divided by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	6	7	13	
Bergen	65	90	155	14.0%
Burlington	1	-	1	
Camden	1	4	5	
Cape May	-	-	-	
Cumberland	1	5	6	
Essex	132	201	333	30.0%
Gloucester	-	2	2	
Hudson	43	56	99	8.9%
Hunterdon	-	1	1	
Mercer	-	-	-	
Middlesex	6	12	18	1.6%
Monmouth	9	27	36	3.2%
Morris	25	26	51	4.6%
Ocean	2	3	5	
Passaic	43	92	135	12.2%
Salem	-	2	2	
Somerset	1	2	3	
Sussex	-	1	1	
Union	5	2	7	
Warren	3	2	5	
Out-of-State	2	-	2	
Total	275	523	798	

The distribution of enrollments by departments for the gross enrollment, for the Fall, 1951, and for the Spring, 1952, are shown in Tables IV, V, and VI, which follow:

Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1951-52
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus. Ed.	1	55	2	46	5	23	8	35	16	95	-	64	175
English	2	68	-	42	-	44	1	56	3	28	1	181	213
French	-	13	-	9	-	7	2	9	2	11	-	27	40
Latin	-	5	-	5	-	4	-	5	-	1	-	18	19
Spanish	-	19	-	14	1	12	-	13	1	14	-	44	59
Mathematics	-	35	1	39	2	25	4	20	7	39	-	80	126
Music	-	13	1	17	1	10	2	14	4	27	-	27	58
Science	-	23	1	29	1	9	2	18	4	41	-	38	83
Social Studies	1	73	5	45	6	44	5	44	17	95	-	111	223
Speech	-	13	-	9	-	9	-	7	-	9	-	29	38
Total	4	317	10	255	16	187	24	221	54	360	1	619	1,034

Table V

ANALYSIS OF ENROLLMENT
Undergraduate Division, Fall, 1951
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus, Ed.	1	54	2	45	5	22	8	35	16	92	-	64	172
English	2	67	-	41	-	43	1	56	3	28	1	178	210
French	-	13	-	9	-	7	2	9	2	11	-	27	40
Latin	-	5	-	5	-	4	-	5	-	1	-	18	19
Spanish	-	19	-	13	1	11	-	13	1	13	-	43	57
Mathematics	-	35	1	39	2	24	4	20	7	38	-	80	125
Music	-	13	1	16	1	10	2	14	4	26	-	27	57
Science	-	23	1	28	1	9	2	18	4	40	-	38	82
Social Studies	-	73	5	45	6	44	5	44	16	95	-	111	222
Speech	-	13	-	8	-	9	-	7	-	8	-	29	37
Total	3	315	10	249	16	183	24	221	53	352	1	615	1,021

The distribution of enrollments by departments for the spring semester, 1972 (as full, 1972, and for the fall, 1971) was shown in Table I, II, and III, which follows.

Table I

ENROLLMENT BY DEPARTMENTS
Undergraduate Division, Spring Semester 1971-72
Distribution by departments and classes

Departments	Freshmen		Sophomores		Juniors		Seniors		Graduates		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Bus. Ed.	1	98	2	44	5	23	8	32	16	26	-	06	215
English	2	26	-	1	50	-	14	1	30	1	22	4	120	230
French	-	13	-	2	-	7	1	2	1	12	-	17	1
Lang.	-	2	-	2	-	1	-	2	1	11	-	2	19
Spanish	-	19	-	14	1	15	1	1	1	1	-	1	14
Elementary	38	1	30	2	25	1	20	1	1	14	-	1	10
Music	-	43	1	17	1	10	2	30	1	27	-	2	129
Science	-	20	1	29	1	9	2	12	4	27	-	27	52
Social Studies	1	72	5	50	6	44	2	44	8	42	-	4	17
Speech	-	13	-	2	-	2	-	1	11	25	-	111	113
Total	4	112	10	252	14	187	14	221	34	362	1	417	1,084

Table V

ENROLLMENT BY DEPARTMENTS
Undergraduate Division, Fall, 1971
Distribution by departments and classes

Departments	Freshmen		Sophomores		Juniors		Seniors		Graduates		Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Bus. Ed.	2	76	2	45	5	20	6	45	34	26	-	26	172
English	2	67	-	44	-	13	1	36	7	26	1	172	0,0
French	-	13	-	9	-	7	2	9	3	13	-	11	58
Lang.	-	5	1	5	-	1	-	5	-	7	-	1	19
Spanish	-	19	-	13	1	11	-	12	1	13	-	13	70
Elementary	38	1	13	2	28	1	20	1	1	13	-	10	57
Music	-	13	1	13	1	14	2	4	1	30	-	26	100
Science	-	23	1	21	1	1	2	11	4	20	-	17	57
Social Studies	-	73	5	53	6	44	2	44	14	30	-	34	0
Speech	-	13	-	2	-	2	-	1	14	29	-	111	199
Total	3	215	24	849	15	193	14	221	37	289	1	455	1,081

Table VI

ANALYSIS OF ENROLLMENT
Undergraduate Division, Spring, 1952
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College: First Vet.	First N.V.	Second Vet.	Second N.V.	Third Vet.	Third N.V.	Fourth Vet.	Fourth N.V.	Men Vet.	Men N.V.	Women Vet.	Women N.V.	Total
Bus. Ed.	-	41	3	31	3	33	7	38	13	82	-	61	156
English	2	59	-	45	-	42	1	59	3	24	1	180	208
French	-	11	-	8	-	6	1	10	1	10	-	25	36
Latin	-	4	-	3	-	6	-	5	-	1	-	17	18
Spanish	-	17	-	12	-	14	1	12	1	14	-	41	56
Mathematics	-	29	1	34	2	24	2	26	5	36	-	77	118
Music	-	11	-	15	2	12	2	13	4	26	-	25	55
Science	-	17	1	31	-	9	2	17	3	40	-	34	77
Social Studies	1	56	3	46	5	44	3	49	12	91	-	104	207
Speech	-	10	-	8	-	10	-	9	-	9	-	28	37
Total	3	255	8	233	12	200	19	238	42	333	1	592	968

ADVANCED STANDING

Advanced standing students admitted during 1951-52 totaled 68. The distribution by class was:

Freshman	25
Sophomore	25
Junior	14
Senior	4
	68

Distribution by department was:

Business Education	12
English	17
French	2
Spanish	5
Mathematics	8
Music	4
Science	3
Social Studies	16
Speech	1
	68

Of the 68 students admitted with advanced standing, 17 were former Montclair State Teachers College students who returned to complete their teacher training.

Table 15

PROFILES OF CONCENTRATORS
Undergraduate Division, Spring, 1972
Distribution by Department and Class

Curriculum for Concentrators	Year in College: First Fre.	First %	Second Fre.	Second %	Third Fre.	Third %	Fourth Fre.	Fourth %	Special Fre.	Special %	Total Fre.	Total %
Eng. Lit.	-	20	3	12	2	24	7	16	13	80	-	65
English	1	50	-	50	-	50	1	50	2	20	1	100
French	-	12	-	6	-	6	1	10	1	10	-	25
Latin	-	6	-	3	-	3	-	3	-	3	-	18
Spanish	-	17	-	12	-	12	1	12	1	12	-	54
Mathematics	-	50	1	34	2	66	2	66	2	66	-	53
Music	-	12	-	12	1	12	2	25	2	25	-	17	118
Science	-	17	1	11	-	7	2	13	1	20	-	20	20
Social Studies	1	50	3	100	5	84	3	19	12	71	-	104	177
Speech	-	14	-	4	-	10	-	3	-	5	-	17	207
Total	3	295	8	233	12	200	24	235	42	323	1	598	2[illegible]

ADVANCED STANDING

Advanced standing students admitted during 1972-73 totaled 66. The distribution by class was:

Freshman	20
Sophomore	25
Junior	14
Senior	6
	66

Distribution by Department was:

Business Education	12
English	17
French	2
Spanish	2
Mathematics	2
Music	8
Science	4
Social Studies	2
Speech	12
	1
	66

Of the 66 students admitted with advanced standing, 17 were former Dominican State Teachers College students who returned to complete their Senior Teaching.

Freshmen

335 candidates for admission to the Freshman Class took the entrance examination during 1951-52 as compared to 368 for the previous year. Of the total number, 308 were accepted for admission in September, 1952. There were 4 who passed the tests but were asked to transfer because of crowded major fields or high school recommendations. 23 candidates failed the examination and were rejected. Entrance examinations were held at the College April 21 and July 1. Other examinations were held July 14 at Jersey City State Teachers College and August 4 at Paterson State Teachers College. 317 took them at this College and 21 took them at the other colleges for entrance here.

TableVII

Candidates taking Entrance Examinations by Departments

	Total Taking	Accepted	Passed-Not Accepted	Failed
Business Education	67	57	2	8
English	56	53	2	1
French	13	12	-	1
Latin	-	-	-	-
Spanish	17	17	-	-
Mathematics	35	35	-	-
Music	19	17	-	2
Science	32	31	-	1
Social Studies	87	77	-	10
Speech	9	9	-	-
Total	335	308*	4	23

There were a total of approximately 494 freshmen applications filed. Some were not completed and others failed to attend or withdrew before the entrance examination.

*There were 2 students who took the exam at other State Teachers Colleges and later transferred to this College. These students are not included in the figure shown above.

Freshmen

155 candidates for admission to the Freshman Class took the entrance examination during 1921-22 as compared to 162 the previous year. Of the total number, 100 were accepted for admission in September, 1922. There were 4 who passed the tests but were asked to withdraw because of crowded major fields or lack of general requirements. 23 were failed after the examination and were rejected. Entrance examinations were held on the College April 21 and July 1. Other examinations were held July 11 at Jersey City State Teachers College and January 4 at Paterson State Teachers College. 117 took them at this College and 21 took them at the other colleges for entrance here.

TABLE II

Candidates taking Entrance Examinations by Departments

	Total Entries	Admitted	Provisional but accepted	Failed
Business Education	67	57	2	8
English	56	53	2	1
French	13	12	-	1
Latin	-	-	-	-
Spanish	17	17	-	-
Mathematics	32	32	-	-
Music	19	17	-	2
Science	22	21	-	1
Social Studies	27	27	-	18
Speech	9	9	-	-
Total	155	100*	4	23

*There were a total of approximately 1,4 freshmen applications filed. Some were not completed and others failed to attend or withdrew before the entrance examination.

*There were 2 students who took the exam at other State Teachers Colleges and later transferred to this College. These students are not included in the figure shown above.

Table VIII

STATUS OF STUDENT MEMBERSHIP
End of Fall and Spring Semesters, 1951-52

	Fall, 1951			Spring, 1952		
	Men	Women	Total	Men	Women	Total
Total Semester Registration	405	616	1,021	375	593	968*
Number of Withdrawals during Semester	42	40	82	12	4	16
Number of Dismissals during Semester	1	-	1	10	15	25
Number of Graduates during Semester	-	-	-	87	159	246
Number enrolled at end of Semester	362	576	938	266	416	682

*18 Seniors completed requirements at end of Fall Semester and, therefore, did not enroll in the Spring. Formal conferment of the degree was June 12, 1952.

Reasons for Withdrawals:

Lack of Funds	4	5	9	3	-	3
Health	1	4	5	1	1	2
Transfer to other Colleges	7	7	14	3	1	4
Marriage	-	8	8	-	-	-
Family Reasons	4	8	12	-	1	1
Not Interested in Teaching	2	-	2	1	1	2
Moved from State	-	1	1	1	-	1
U. S. Service	16	-	16	2	-	2
Employment	4	4	8	-	-	-
Death	-	-	-	-	-	-
None Given (includes Failed to Register)	4	3	7	1	-	1

Reasons for Dismissals:

Discipline	-	-	-	-	-	-
Low Scholarship	1	-	1	10	15	25
Poor Health	-	-	-	-	-	-

Summer Session

There was no undergraduate summer session for the Summer of 1951. A few courses (mainly elementary or Senior) were available for undergraduate students. A total of 76 undergraduates enrolled. These were covered in Miss Favor's Report.

Table XXXI

STATUS OF STUDENT REGISTRATIONS
End of Fall and Spring Semesters, 1951-52

	Fall, 1951			Spring, 1952		
	Men	Women	Total	Men	Women	Total
Total Semester Registrations	465	556	1,021	371	393	764
Number of withdrawals during Semester	42	40	82	12	3	15
Number of dismissals during Semester	1	-	1	10	15	25
Number of graduates during Semester	-	-	-	87	159	246
Number enrolled at end of Semester	382	516	898	262	416	678

All students completed requirements at end of Fall Semester and, therefore, did not enroll in the Spring. Formal conferment of the degree was June 14, 1952.

Reasons for withdrawals:

Lack of funds	4	5	9	3	-	3
Health	1	4	5	1	1	2
Transfer to other Colleges	7	7	14	3	1	4
Marriage	-	8	8	-	-	-
Family Reasons	4	8	12	-	1	1
Not Interested in Teaching	2	-	2	1	1	2
Moved from State	-	1	1	1	-	1
U. S. Service	14	-	14	2	-	2
Employment	4	4	8	-	-	-
Death	-	-	-	-	-	-
Home Given (includes failed to Register)	4	3	7	1	-	1

Reasons for dismissals:

Discipline	-	-	-	-	-	-
Low Scholarship	1	-	1	10	15	25
Poor Health	-	-	-	-	-	-

Summer session

There was no undergraduate summer session for the Summer of 1952. A few courses (mainly elementary or Junior) were available for undergraduate students. A total of 76 undergraduates enrolled. These were covered in Miss Ferr's Report.

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1951-52 was as follows:

September, 1951 -	126 Men
	192 Women
	318 Total

Of this total, 99 men and 173 women were entering college for the first time. The balance were advanced freshmen. There was no entering freshman class in January, 1952.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer sessions has been as follows:

1943	- 59%
1944	- 37%
1945	- 29.9%
1946	- 37.2%
1947	- 30%
1948	- 35%
1949	- 25%
1950	- 10%
1951	- 7%

STUDENT PERSONNEL: Breakdown by men and women for the regular sessions:

Table IX

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1942-43	190	149	506	432	696	581
1943-44	57	49	504	512	561	561
1944-45	65	66	608	597	673	663
1945-46	82	197	661	664	743	861
1946-47	450	555	673	686	1123	1241
1947-48	640	691	651	676	1291	1367
1948-49	632	583	655	621	1287	1204
1949-50	559	489	639	605	1198	1094
1950-51	478	413	595	578	1073	991
1951-52	405	375	616	593	1021	968

There has been a continued decrease in the enrollment due in part to a decrease in veteran enrollment and to an increase in the draft call of high school graduates. 18 undergraduates were taken from the College during 1951-52.

Section IV (Enrollment)

Enrollment: Freshman enrollment 1951-52 was as follows:

September, 1951 -	120 Men
	197 Women
	317 Total

Of this total, 52 men and 171 women were entering college for the first time. The balance were returning freshmen. There was no entering freshman class in January, 1952.

Women Students: The percentage of yearly enrollment of women students in attendance during regular sessions has been as follows:

1942	-	24%
1943	-	31%
1945	-	27.9%
1946	-	37.3%
1947	-	30%
1948	-	35%
1949	-	25%
1950	-	30%
1951	-	7%

STUDENT PROFILE: Breakdown by men and women for the regular sessions:

Table IX

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1942-43	190	149	506	432	696	581
1943-44	57	49	344	312	401	361
1944-45	55	66	446	397	501	463
1945-46	82	197	461	464	543	661
1946-47	450	355	673	648	1123	1003
1947-48	440	491	681	678	1121	1169
1948-49	432	583	655	621	1087	1204
1949-50	359	489	639	605	1098	1094
1950-51	476	413	595	578	1071	991
1951-52	145	375	546	593	1021	968

There has been a continued decrease in the enrollment now is said to be a decrease in veteran enrollment and to an increase in the short call of high school graduates. 12 undergraduates were taken from the College during 1951-52.

GRADUATES

I. BACHELOR OF ARTS DEGREE

A sketch study of the graduating classes from May, 1942, to June, 1952.

Date of Graduation	Number Graduated
May, 1942	153
January, 1943	125
May, 1943	33
August, 1943	116
May, 1944	59
August, 1944	53
May, 1945	72
August, 1945	51
May, 1946	107
August, 1946	34
June, 1947	173
August, 1947	21
June, 1948	236
August, 1948	31
June, 1949	295
August, 1949	34
June, 1950	333
August, 1950	17
June, 1951	236
August, 1951	10
June, 1952	246

Total A.B. Graduates since 1930 is 4,399.

Table X

Analysis of Graduation
Distribution by Departments
Students receiving A.B. Degree, August 8, 1951

	Men	Women	Total
English	1	1	2
Latin	-	1	1
Spanish	-	1	1
Mathematics	-	1	1
Social Studies	4	1	5
Total	5	5	10

Secretary

1. Functions of this department

Labour study of the production columns from Sept. 1948, to June, 1952.

Date of transaction	Number transacted
Sept. 1948	153
January, 1949	142
Mar. 1949	19
August, 1949	116
May, 1950	50
January, 1950	80
Mar. 1950	72
August, 1950	32
Oct. 1950	107
August, 1951	31
June, 1951	173
August, 1951	21
June, 1952	234
August, 1952	11
June, 1953	275
August, 1953	31
June, 1954	334
August, 1954	17
June, 1955	234
August, 1955	10
June, 1956	214

Total L.S. transactions since 1950 is 1,329.

Table X

Analysis of transactions
Distributed by Departments
Students receiving L.S. Depts. August 6, 1951

	Men	Women	Total
Dentists	1	1	2
Labs	-	1	1
Pharmacy	-	1	1
Radiographics	-	1	1
Social Studies	4	1	5
Total	5	5	10

Table XI

Analysis of Graduation
Distribution of Elementary Certification
Students receiving A.B. Degree August 8, 1951

Certification	Men	Women	Total
Full Limited	1	-	1
Provisional	3	4	7
None	1	1	2
Total	5	5	10

Table XII

Analysis of Graduation
Distribution by Departments
Students receiving A.B. Degree, June 12, 1952

	Men	Women	Total
Business Education	21	23	44
English	8	46	54
French	3	8	11
Latin	1	4	5
Spanish	2	11	13
Mathematics	13	15	28
Music	10	7	17
Science	6	11	17
Social Studies	21	27	48
Speech	2	7	9
Total	87	159	246

Table XIII

Analysis of Graduation
Distribution of Elementary Certification
Students receiving A.B. Degree June 12, 1952

Certification	Men	Women	Total
Full Limited	12	80	92
Provisional	65	74	139
None	10	5	15
Total	87	159	246

Table XX

Analysis of Conversation
Distribution of Classroom Participation
Students receiving s.t. Degree during 1, 1951

Participation	Men	Women	Total
Full Limited	1	-	1
Preparatory	3	4	7
None	1	1	2
Total	5	5	10

Table XXI

Analysis of Conversation
Distribution by Importance
Students receiving s.t. Degree, June 12, 1952

	Men	Women	Total
Personal Information	21	23	44
Dwelling	4	12	16
Friends	7	7	14
Latin	1	4	5
Spanish	2	11	13
Athletics	14	14	28
Music	10	7	17
Science	6	11	17
Social Problems	11	5	16
Sports	2	1	3
Total	77	109	186

Table XXII

Analysis of Participation
Distribution of Classroom Participation
Students receiving s.t. Degree June 12, 1952

Participation	Men	Women	Total
Full Limited	21	20	39
Preparatory	36	60	96
None	10	5	15
Total	67	105	172

II. MASTER OF ARTS DEGREE

A sketch study of the graduating classes from May, 1942 to June, 1952:

Date of Graduation	Number Graduated
May, 1942	66
May, 1943	32
May, 1944	21
May, 1945	25
May, 1946	49
August, 1946	18
June, 1947	51
August, 1947	39
June, 1948	55
August, 1948	32
June, 1949	63
August, 1949	37
June, 1950	85
August, 1950	52
June, 1951	81
August, 1951	48
June, 1952	63

Total number of A.M. Graduates since 1933 is 1197.

Table XIV

Analysis of Master of Arts Graduates

Year	Graduates Montclair State Teachers College	Graduates Other Colleges	Total
1933	4	9	13
1934	4	8	12
1935	5	15	20
1936	20	19	39
1937	19	20	39
1938	28	22	50
1939	32	28	60
1940	39	33	72
1941	42	33	75
1942	32	34	66
1943	14	18	32
1944	7	14	21
1945	10	15	25
1946	32	35	67
1947	30	60	90
1948	36	51	87
1949	41	59	100
1950	63	74	137
1951	62	67	129
1952	27	36	63*
	547	650	1,197

*This total does not include 58 who were graduated August 13, 1952.

15. Tables of data shown

A summary table of the prevailing climate from May, 1963 to June, 1969.

Date of Observation (Meter Reading in)

May, 1963	[illegible]
Oct, 1963	[illegible]
Nov, 1963	[illegible]
Dec, 1963	[illegible]
Jan, 1964	[illegible]
January, 1964	[illegible]
June, 1967	[illegible]
August, 1967	[illegible]
June, 1968	[illegible]
October, 1968	[illegible]
June, 1969	[illegible]
August, 1969	[illegible]
June, 1970	[illegible]
August, 1970	[illegible]
June, 1971	[illegible]
August, 1971	[illegible]
June, 1972	[illegible]

Total amount of b.m. produced since 1973 is 3147.

Table 127

Analysis of number of site visitations

Year	Overdrawn Monthly Limits Tresbons Cottage	Overdrawn Size of Cottages	Total
1932	[illegible]	[illegible]	[illegible]
1934	[illegible]	[illegible]	[illegible]
1936	[illegible]	[illegible]	[illegible]
1938	[illegible]	[illegible]	[illegible]
1940	[illegible]	[illegible]	[illegible]
1942	[illegible]	[illegible]	[illegible]
1944	[illegible]	[illegible]	[illegible]
1946	[illegible]	[illegible]	[illegible]
1948	[illegible]	[illegible]	[illegible]
1950	[illegible]	[illegible]	[illegible]
1952	[illegible]	[illegible]	[illegible]
1954	[illegible]	[illegible]	[illegible]
1956	[illegible]	[illegible]	[illegible]
1958	[illegible]	[illegible]	[illegible]
1960	[illegible]	[illegible]	[illegible]
1962	[illegible]	[illegible]	[illegible]
1964	[illegible]	[illegible]	[illegible]
1966	[illegible]	[illegible]	[illegible]
1968	[illegible]	[illegible]	[illegible]
1970	[illegible]	[illegible]	[illegible]
1972	[illegible]	[illegible]	[illegible]
1974	[illegible]	[illegible]	[illegible]
1976	[illegible]	[illegible]	[illegible]
1978	[illegible]	[illegible]	[illegible]
1980	[illegible]	[illegible]	[illegible]
1982	[illegible]	[illegible]	[illegible]
1984	[illegible]	[illegible]	[illegible]
1986	[illegible]	[illegible]	[illegible]
1988	[illegible]	[illegible]	[illegible]
1990	[illegible]	[illegible]	[illegible]
1992	[illegible]	[illegible]	[illegible]
1994	[illegible]	[illegible]	[illegible]
1996	[illegible]	[illegible]	[illegible]
1998	[illegible]	[illegible]	[illegible]
	347	489	1,347

Table XV

Analysis of Graduation
Distribution by Departments
Students receiving A.M. Degree, August, 1951

	Men	Women	Total
Administration and Supervision	13	3	16
Business Education	4	-	4
English	2	1	3
Mathematics	4	-	4
Personnel and Guidance	4	4	8
Science	4	-	4
Social Studies	6	3	9
Total	37	11	48

Table XVI

Analysis of Graduation
Distribution by Departments
Students receiving A.M. Degree, June, 1952

	Men	Women	Total
Administration and Supervision	17	5	22
Business Education	5	4	9
English	2	1	3
Mathematics	5	-	5
Personnel andGuidance	3	9	12
Science	6	1	7
Social Studies	2	3	5
Total	40	23	63

Staff Changes:

Mrs. Margaret Schmidt resigned on March 1, 1952, and was replaced by Mrs. Julia Bedell on that date.

Recommendations:

It is the recommendation of this office that, if at all possible, registration be extended one full day to ease the congestion caused by changes in programs requested by the students.

Table 30

Analysis of Grievances
Distribution by Departments
Alabama receiving A.B. Degree, August, 1972

	Men	Women	Total
Administration and Supervision	13	3	16
Business Education	4	-	4
English	4	1	5
Mathematics	3	1	4
Personnel and Guidance	3	-	3
Science	2	4	6
Social Studies	4	-	4
	6	2	8
Total	37	12	49

Table 31

Analysis of Grievances
Distribution by Departments
Alabama receiving A.B. Degree, June, 1972

	Men	Women	Total
Administration and Supervision	17	5	22
Business Education	5	4	9
English	4	3	7
Mathematics	4	1	5
Personnel and Guidance	4	-	4
Science	3	9	12
Social Studies	6	1	7
Special Studies	2	2	4
Total	40	23	63

Staff Changes:

Mrs. Barnard formally resigned on March 1, 1972, and was replaced by Mrs. Julia Gandy on that date.

Recommendations:

It is the recommendation of this office that, if at all possible, replacements in standard case staff be made the responsibility of changes in structure originating for the students.

Recommendations: (continued)

Spring - Since the student-teaching seniors register early, the following program could be arranged:

First day - Non Student-Teaching Seniors and all Juniors
Second day - All Sophomores
Thirdday - All Freshmen
Fourth day - Start classes and register new Advanced Standing Students

Fall - Because of the freshman orientation program, the following program could be arranged:

First day - Seniors
Second day - Juniors
Third day - Sophomores
Fourth day - Start classes and register New Advanced Standing Students.

Personal Activities:

Attended the following conferences:

Association of New Jersey State Teachers Colleges in Trenton
Career Day Programs in nearby high schools:
Ridgewood
Teaneck

Membership in the following organizations:

MSTC Faculty Association - Secretary
Association of N.J.State Teachers College Faculties
N.J. Council of State Employees.

Respectfully submitted,

Mary M. House

Mary M. House
Acting Registrar

Recommendations: (continued)

Spring - Since the school-learning centers mentioned earlier exist, the following programs could be arranged:

First day - Ben Franklin-Thomas Jefferson and all grades
Second day - All kindergarten
Third day - All freshmen
Fourth day - Start classes and register our regular day students.

Fall - Because of the problems attendant upon, the following programs could be arranged:

First day - Juniors
Second day - Seniors
Third day - Sophomores
Fourth day - Start classes and register the regular day students.

Personal Legislation:

Introduce the following measures:

Association of New Jersey State Teachers Colleges in Trenton
Center Day Programs in nearby high schools:
Ridgewood
Teaneck

Wholeheartedly in the following organizations:

NEA Faculty Association - secretary
Association of N.J. State Teachers College Faculties
N.J. Council of State Employees.

Respectfully submitted,

Mary E. Jones
Acting Legislator

ANNUAL REPORT

of the

OFFICE of the DEAN

of WOMEN

College Year
1951 - 1952

SOCIAL AFFAIRS
CLUB, CLASS AND ORGANIZATION MEETINGS

1951-52

REGULAR MEETINGS	Hrs. per yr.
Russ	
Club Meetings	64
Music Dept. Organ Practice	720
Chapin	239
Administration Bldg.	1,413
Music Building	257
College High School	135
Annex No. WA-2	37

(Club meetings in the afternoon average 1½ hours - those in the evening 2 hours, organ practice 1 hour.)

SPECIAL MEETINGS	Hrs. per yr.
Russ (exclusive of Music Department)	13
Music Dept. - Student Recitals	112
Chapin (exclusive of Music Department)	2
Music Dept. - Student Recitals	112
Administration Bldg.	323
College High School	17

(Special meetings in the afternoon average 1½ hours - those in the evening 2 hours. Music Department, 2 hours of rehearsal per student taking part in recital - usually about 6 students, 2 hours of recital, total 14 hours.)

SOCIAL EVENTS	Hrs. per yr.
Russ (exclusive of Music Department)	85
Russ - Music Department	96
Chapin (exclusive of Music Department)	137
Chapin - Music Dept.	64
Administration Bldg.	92
College High School	40
Picnic Grounds	24
Rec Building	118
Off Campus	103
Amphitheatre	5

(Average length of event; Dances 4 hours; Music Dept. Concerts 6 hours, rehearsal and 2 hours for Concert, total 8 hours; Other events 2½ hours.)

TOTAL SOCIAL EVENTS AND MEETINGS	Hrs. per yr.
Russ (exclusive of Music Department)	162
Russ - Music Department	928
Russ Total	1,090
Chapin (exclusive of Music Department)	378
Chapin - Music Dept.	176
Chapin Total	554
Administration Building	1,838
College High School	192
Picnic Grounds	24
Off Campus	103
Music Building	257
Annex No. WA-2	37
Rec Building	118
Amphitheatre	5

SCHOOL BUILDING	SCH. PER CT.
Bima	
Club meetings	45
Music Dept. Orgel Practice	100
Dania	139
Administration Bldg.	1,113
Music Building	657
College High School	132
Annex No. 84-2	37
(Club meetings in the afternoon average 1½ hours - Bima in the evening 3 hours, organ practice 1 hour.)	

SCHOOL BUILDING	SCH. PER CT.
Bima (equivalent of Music Department)	85
Bima - Music Department	96
Dania (equivalent of Music Department)	137
Dania - Music Dept.	45
Administration Bldg.	77
College High School	45
Fiesta Grounds	45
Gym Building	128
Off Campus	107
Annex No. 84-2	37
(Average length of annual Dania concert 4 hours, Music Dept. concerts 4 hours, choral concert, [illegible] and 2 hours for [illegible], total 6 hours; Dania rehearsals 2½ hours.)	

SCHOOL BUILDING	SCH. PER CT.
Bima (equivalent of Music Department)	13
Music Dept. - Fiesta Facility	123
Dania (equivalent of Music Department)	6
Music Dept. - Training Facility	112
Administration Bldg.	107
College High School	37
(Special meetings in the afternoon average 1½ hours - Bima in the evening 2 hours. Music Department, 2 hours of rehearsal per student, higher math in recital - Dania, about 6 students, 2 hours of recital, total 12 hours.)	

TOTAL SCHOOL BUILDING USE PER CENTUM	SCH. PER CT.
Bima (equivalent of Music Department)	124
Bima - Music Department	96
Bima Total	220
Dania (equivalent of Music Department)	177
Dania - Music Dept.	172
Dania Total	349
Administration Building	1,242
College High School	187
Fiesta Grounds	45
Off Campus	120
Music Building	657
Annex No. 84-2	37
Gym Building	128
Auditorium	5

REGULAR CLUB MEETINGS

Club	Number of Meetings: 1 per mo.	2 per mo.	per mo.	tot. per yr.	Place
Agora		x		18	Chapin
Aldornia	x			9	Russ
Aphesteon	x			9	Chapin
Band			12	108	Music Bldg.
Bridge Club			4	36	Admin. Bldg.
Bureau of Student Pub.				when nec.	Admin. Bldg.
Canterbury Club	x			9	Admin. Bldg.
Cheerleaders				when nec.	Admin. Bldg.
Chess			4	36	Admin. Bldg.
Choir			8	72	Music Bldg.
Chorus			4	36	Music Bldg.
Christian Fellowship			4	36	College H. S.
Clio	x			9	Admin. Bldg.
Commuters Club	x			9	Admin. Bldg.
Creative Writing		x		18	Russ Hall
Dalphac	x			9	Admin. Bldg.
Dance Club		x		18	Admin. Bldg.
English Club	x			9	Admin. Bldg.
Epsilon Mu Epsilon	x			9	Admin. Bldg.
Fencing Club			12	108	Admin. Bldg.
Forum	x			9	Admin. Bldg.
Future Teachers of America	x			9	Admin. Bldg.
Geography Club	x			9	Admin. Bldg.
International Relations	x			9	Chapin
Inter Nos	x			9	Russ
Kappa Delta Pi	x			9	Chapin
La Cercle Francais	x			9	Russ
La Tertulia Espanola	x			9	Chapin
Men's Athletic Council				when nec.	Admin. Bldg.
National Student Assoc.		x		18	Admin. Bldg.
Newman Club			4	36	Admin. Bldg.
Opera Workshop			8	72	Music Bldg.
Orchestra		x		18	Music Bldg.
Phi Lambda Pi	x			9	Chapin
Pi Omega Pi	x			9	Admin. Bldg.
Players	x			9	Admin. Bldg.
Pro Musica	x			9	Music Bldg.
Psychology Club	x			9	Admin. Bldg.
Rohwec	x			9	Chapin
Rostrum	x			9	Admin. Bldg.
Science Club		x		18	Chapin
Senate		x		18	Ad. & Off Campus
Sigma Alpha Eta	x			9	Admin. Bldg.
Sigma Delta Pi	x			9	Admin. Bldg.
Sigma Phi Mu	x			9	Chapin
Student Gov't Assoc.		x		18	Admin. Bldg.
Student World Federalists	x			9	Admin. Bldg.
Tribe	x			9	Admin. Bldg.
Women's Athletic Assoc.				when nec.	Admin. Bldg.
Zeta Phi	x			9	Russ

REGULAR CLUB MEETINGS

(Continued)

The preceding schedule gives the regularly scheduled meetings of all clubs which are chartered by and in good standing with the Student Government Association. Many of these organizations meet frequently, in addition to their regularly scheduled times, to work as a group or in small committees on projects and programs.

SPECIAL MEETINGS

1951			
September	13	Agora	Administration Building
	17	Alumni Executive Committee Meeting	" "
	17	W. A. A.	" "
	17	Table Drawing	Russ Hall
	17	Phi Lambda Pi	Administration Building
	18	Dance Club	" "
	18	Club Presidents	" "
	18	Liaison Meeting	" "
	18	Robert Hall Meeting	Russ Hall
	18	Publications Committee	Administration Building
	19	Cheerleaders	" "
	19	Sigma Delta Pi	" "
	19	Publications Committee	" "
	24	Quarterly Tryouts	" "
	24	W. A. A.	" "
	25	Publications Committee	" "
	25	English Club	" "
	26	Student Musical Meeting	" "
	26	Geography Club	" "
October	1	Bond Drive	" "
	1	Women's Tennis Club	" "
	1	W. A. A.	" "
	1	Pi Omega Pi	WA-2
	2	W. A. A.	Administration Building
	3	Christian Science	" "
	3	Phi Lambda Pi	" "
	4	Sigma Delta Pi	" "
	4	I. R. C.	" "
	4	Inter Nos	" "
	4	Dalphac	Russ Hall
	5	Student Musical Meeting	Administration Building
	5	Publications Committee	" "
	8	Alumni Executive Meeting	" "
	8	Players Tryouts	" "
	8	Student Musical Meeting	" "
	8	Tribe	" "
	9	Social Committee	" "
	9	Christian Science	" "
	9	Liaison Committee	" "
	9	Agora	" "
	9	Overseas League	" "
	10	Tribe	" "
	10	French Club	" "
	15	Players Committee	" "
	15	Zeta Phi	" "
	15	S. G. A.	" "
	15	Agora	" "
	16	Players Committee	" "
	16	Rohwec	" "
	17	Rehearsal - Players	" "
	17	French Club	" "
	17	Citizenship Committee	" "

1953			
September	11	Lions	
	12	Detroit Symphony Orchestra Concert	Administration Building
	13	K. K. K.	*
	14	Sadie Hawkins	*
	17	Phi Lambda Pi	Theta Phi
	18	Dance Club	Administration Building
	19	Club Freshmen	*
	20	Liaison Council	*
	21	Student Hall Meeting	*
	22	Philosophies Committee	Theta Phi
	23	Chemistry	Administration Building
	24	Alpha Delta Pi	*
	25	Philosophies Committee	*
	26	Quarterly Express	*
	28	K. K. K.	*
	29	Philosophies Committee	*
	30	Topflight Club	*
	31	Student Musical Meeting	*
October	1	Geography Club	*
	2	Band Party	*
	3	Women's Tennis Club	*
	4	K. K. K.	*
	5	Pi Omega Pi	*
	6	K. K. K.	*
	7	Philosophies Seminar	Alpha
	8	Phi Lambda Pi	Administration Building
	9	Alpha Delta Pi	*
	10	K. K. K.	*
	11	Inter Hos	*
	12	Delphian	*
	13	Student Musical Meeting	Theta Phi
	14	Philosophies Committee	Administration Building
	15	Liberal Democratic Meeting	*
	16	Players Tryouts	*
	17	Student Musical Meeting	*
	18	Tells	*
	19	Social Committee	*
	20	Philosophies Seminar	*
	21	Liaison Committee	*
	22	Lions	*
	23	Concerns Langua	*
	24	Tells	*
	25	French Club	*
	26	Players Committee	*
	27	Delta Phi	*
	28	K. K. K.	*
	29	Lions	*
	30	Players Committee	*
	31	Dances	*
November	1	Advanced - Players	*
	2	French Club	*
	3	Philosophies Committee	*

SPECIAL MEETINGS

(Continued)

October	18	Student Musical Rehearsal	Administration Building
	18	Publications Committee	" "
	18	S. G. A.	" "
	18	Canterbury Club	" "
	18	I. R. C.	" "
	18	Players Committee	" "
	19	Rehearsal - Players	College High School
	22	Players Committee	Administration Building
	22	Waitress Meeting	Russ Hall
	23	Freshmen Campaign Speeches	Administration Building
	23	Players Committee	" "
	23	Bowling Club	" "
	25	Publications Committee	" "
	25	Senior Class Meeting	" "
	26	Players Committee	" "
	29	Bond Issue Meeting	College High School
	29	Sigma Delta Pi	Administration Building
	29	Kappa Delta Pi	College High School
	30	Players Committee	Administration Building
	30	Publications Committee	" "
	30	Student Musical Meeting	" "
	30	Publications Committee	" "
	30	English Club	" "
	30	Junior Class Executive Committee	" "
	30	Sigma Phi Mu	" "
	31	Players Committee	" "
	31	Chorus Tryouts	" "
	31	Sophomore Class Meeting	College High School
November	1	Sigma Delta Pi	Administration Building
	1	Chorus Tryouts	" "
	1	Dance Club	" "
	1	Players Committee	" "
	2	Music Department Student Recital	Chapin Hall
	6	W. A. A.	Administration Building
	7	Junior Dance Committee	" "
	7	Bowling Club	" "
	7	Freshmen Class Meeting	" "
	7	Sophomore Class Meeting	" "
	7	S. G. A.	" "
	8	Bowling Club	" "
	8	Dance Club	" "
	13	Players Committee	" "
	13	S. G. A.	" "
	13	Dance Club	" "
	13	W. A. A.	" "
	13	Senate	" "
	13	Newman Club	College High School
	13	I. R. C.	Administration Building
	13	World Federalists Meeting	" "
	14	Music Department Student Recital	Russ Hall
	14	Clio	Administration Building

SPECIAL MEETINGS

(Continued)

November	15	Dance Club	Administration Building
	15	Sophomore Class Meeting	" "
	15	Publications Committee	" "
	15	Rehearsal - Players	" "
	15	Citizenship Committee	" "
	15	Phi Lambda Pi	" "
	16	Music Department Student Recital	Russ Hall
	16	Junior Class Meeting	Administration Building
	19	Robert Hall Meeting	Russ Hall
	19	Freshmen Class Meeting	Administration Building
	19	Zeta Phi	" "
	20	Players Committee	" "
	20	Dance Club	" "
	20	F. T. A.	" "
	20	Forum	" "
	26	Dance Club	" "
	26	Clio	" "
	26	Tribe	" "
	27	Senior Class Committee	" "
	27	Dance Club	" "
	27	Pi Omega Pi	WA-2
	28	Publications Committee	Administration Building
	28	Freshmen Class Meeting	" "
	28	Publications Committee	" "
	28	Aphesteon	" "
	29	Sophomore Class Committee	" "
	29	World Federalists Meeting	" "
	29	Sigma Delta Pi	" "
	29	Dance Club	" "
	29	Citizenship Committee	" "
	29	Agora	" "
	30	Dance Club	" "
December	3	Freshmen Class Committee	" "
	3	Players Committee	College High School
	4	Commuters' Club	Administration Building
	5	French Club	" "
	5	Geography Club	" "
	5	Publications Committee	" "
	6	Freshmen Dance Committee	" "
	6	Sigma Delta Pi	" "
	6	Junior Executive Committee	" "
	6	Canterbury Club	" "
	6	W. A. A.	" "
	7	Music Department Student Recital	Chapin Hall
	7	Publications Committee	Administration Building
	10	Freshmen Dance Committee	" "
	10	Tribe	" "
	11	Players Committee	" "
	11	Kappa Delta Pi	" "
	11	Alumni Executive Committee Meeting	" "
	11	Newman Club	Chapin Hall

[illegible] (Continued)

November	15	Dance Club	[illegible]
	15	Sophomore Class Meeting	*
	15	Philosophy Committee	*
	15	Rehearsal - Tempest	*
	15	Girl's Glee Club, Great Hall	*
	15	Phi Lambda Mu	*
	16	Music Department, Balcony Concert	*
	16	Senior Class Meeting	
	19	Honors Hall Meeting	Time Hall
	19	Freshman Class Meeting	Administration Building
	19	Lake Hall	Hall
	20	Science Committee	Administration Building
	20	Dance Club	*
	20	K. S. U.	*
	23	Tennis	*
	23	Dance Club	*
	26	Glee	*
	26	Tennis	*
	27	Senior Class Committee	*
	27	Dance Club	*
	27	Pi Omega Pi	*
	28	Philosophies Committee	*
	28	Freshman Class Meeting	
	28	Philosophy Committee	Time
	29	Athenaeum	Administration Building
	29	Sophomore Class Committee	*
	29	Social Professional Meeting	*
	29	Alpha Delta Pi	*
	29	Dance Club	*
	30	Dictionary Committee	*
	30	Alpha	*
	30	Dance Club	*
December	2	Freshman Class Committee	*
	2	Pledge Committee	*
	2	Commerce Club	*
	2	French Club	*
	2	Geography Club	*
	3	Philosophies Committee	*
	3	Freshman Dance Committee	*
	4	Alpha Delta Pi	*
	4	Senior Executive Committee	*
	6	Contemporary Club	*
	6	K. S. U.	*
	7	Music Department Student Recital	College Hall
	7	Philosophies Committee	Administration Building
	10	Freshman Dance Committee	*
	10	Chi Omega	*
	11	Pledge Committee	*
	11	Kappa Delta Pi	*
	11	Senior Executive Committee Meeting	*
	12	Dance Club	*

SPECIAL MEETINGS

(Continued)

December	12	Senior Class Committee	Administration Building
	12	Tribe	" "
	12	Clio	" "
	12	Speech Department Group	" "
	13	Citizenship Committee	" "
	13	Freshmen Class Committee	" "
	13	Dance Club	" "
	14	Music Department Student Recital	Chapin Hall
	17	Forum	Administration Building
	17	Zeta Phi	" "
	18	English Club	Chapin Hall
	18	Sigma Phi Mu	Administration Building
	18	Aphesteon	" "
	20	Newman Club	" "
	20	Dance Club	" "
1952			
January	8	S. G. A.	Administration Building
	8	Student Musical Rehearsal	" "
	8	Citizenship Committee	" "
	8	Newman Club	Chapin Hall
	8	Dalphac	Administration Building
	8	I. R. C.	" "
	9	Graduate Committee Meeting	" "
	9	Phsychology Club	" "
	9	Publications Committee	" "
	9	French Club	" "
	10	Freshmen Auditions	" "
	10	English Club Executive Committee	" "
	10	Tribe	" "
	10	Phi Lambda Pi	" "
	14	Robert Hall Meeting	Russ Hall
	15	French Club	Administration Building
	15	Alumni Executive Meeting	" "
	17	Sigma Delta Pi	" "
	17	Forum	" "
	18	Senior Class Meeting	" "
	18	Music Department Student Recital	Chapin Hall
	21	Television Committee	Administration Building
	21	Sigma Alpha Eta	Russ Hall
	22	S. G. A.	Administration Building
	23	Aldornia	College High School
	24	Players Committee	" " "
	24	Aldornia	Administration Building
	24	Room Drawing	Chapin Hall
	25	Publications Committee	Administration Building
	25	Music Department Student Recital	Russ Hall
	30	Christian Fellowship	Chapin Hall
	31	English Club Executive Committee	Administration Building
	31	Publications Committee	" "
	31	Sigma Delta Pi	" "

SPECIAL MEETINGS

(Continued)

February	4	W. A. A.	Administration Building
	5	Newman Club	" "
	5	English Club	" "
	6	Publications Committee	" "
	7	Waitress Meeting	" "
	7	Sigma Delta Pi	" "
	7	Agora	" "
	11	Alumni Executive Meeting	" "
	13	Dalphac	" "
	13	French Club	" "
	13	W. A. A.	" "
	13	Sophomore Class Meeting	" "
	14	Senate	Russ Hall
	14	Newman Club	College High School
	15	Music Department Student Recital	Chapin Hall
	18	State Spanish Group	" "
	18	Rohwec	Administration Building
	19	Liaison Committee	" "
	19	W. A. A.	" "
	20	Snack Bar Committee	" "
	20	Women's Tennis Club	" "
	25	S. G. A. - Co-Ed Athletic Commission	" "
	25	Senate	" "
	26	Sigma Delta Pi	" "
	27	French Club	" "
	27	Christian Fellowship	Chapin Hall
	28	S. G. A.	Administration Building
	29	Music Department Student Recital	Russ Hall
March	3	Alumni Executive Meeting	Administration Building
	4	English Club	" "
	5	Freshmen Class Meeting	" "
	5	French Club	" "
	5	Senate	" "
	5	Players Committee	" "
	6	French Club	" "
	6	Snack Bar Committee	" "
	6	Players Committee	" "
	6	Canterbury Club	" "
	10	Newman Club	" "
	11	Players Committee	" "
	11	Future Freshmen Athletes Meeting	" "
	12	French Club	" "
	12	Sigma Delta Pi	" "
	12	Women's Tennis Club	" "
	12	I. R. C.	" "
	12	Alumni Executive Committee Meeting	" "
	13	Snack Bar Committee	" "
	13	Junior Class Meeting	" "
	13	Dance Club	" "
	14	Players Committee	" "
	14	Music Department Student Recital	Chapin Hall

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(Continued)

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SPECIAL MEETINGS

(Continued)

March	17	State Spanish Group	Chapin Hall
	17	Sigma Delta Eta	Russ Hall
	18	Tribe	Administration Building
	18	Newman Club	" "
	19	French Club	" "
	19	S. G. A.	" "
	20	Players Committee	" "
	20	English Club	" "
	20	Citizenship Committee	Chapin Hall
	21	Players Committee	Administration Building
	25	Epsilon Mu Epsilon	" "
	26	Players Committee	" "
	26	French Club	" "
	26	Carnival Committee	" "
	27	Liaison Committee	" "
	27	Newman Club	" "
	28	Music Department Student Recital	Russ Hall
	31	Publications Committee	Administration Building
April	1	Players Committee	" "
	1	Rohwec	" "
	1	I. R. C.	" "
	2	Players Committee	" "
	2	Carnival Committee	" "
	3	Players Committee	" "
	3	Liaison Committee	" "
	7	Canterbury Club	Russ Hall
	8	Alumni Executive Committee Meeting	Administration Building
	8	Newman Club	Russ Hall
	9	Players Committee	Administration Building
	9	French Club	" "
	10	Players Committee	" "
	22	Sophomore Class Meeting	" "
	22	Players Committee	" "
	22	Christian Fellowship	" "
	22	Science Club	" "
	23	Alumni Executive Committee Meeting	" "
	23	Carnival Committee	" "
	23	Civil Defense Meeting	" "
	23	Junior Class Meeting	" "
	23	Freshmen Class Meeting	" "
	23	F. T. A.	" "
	23	Aphesteon	" "
	24	S. G. A.	" "
	24	Spanish Club	" "
	24	Publications Committee	" "
	24	Players Committee	College High School
	25	French Club	Administration Building
	25	Spanish Club	" "
	25	Players Committee	" "
	25	Music Department Student Recital	Chapin Hall

SPECIAL MEETINGS

(Continued)

April	28	French Club	Administration Building
	28	Publications Committee	" "
	28	Spanish Club	" "
	29	Spanish Club	Off Campus
	29	Rohwec	College High School
	29	Players Committee	Administration Building
	30	Spanish Club	" "
	30	French Club	" "
	30	Carnival Committee	" "
May	1	Players Committee	" "
	1	Creative Writing	" "
	1	French Club	Russ Hall
	1	World Federalists Meeting	College High School
	4	Rehearsal - Players	Administration Building
	5	Newman Club	" "
	5	Senior Class Officers	" "
	5	Canterbury Club	" "
	6	Publications Committee	" "
	6	Players Committee	" "
	7	Publications Committee	" "
	7	W. A. A.	" "
	9	Music Department Student Recital	Russ Hall
	12	Senior Class Meeting	Administration Building
	12	Publications Committee	" "
	14	S. G. A.	" "
	15	Rostrum	" "
	16	Music Department Student Recital	Russ Hall
	19	Student Musical Meeting	Administration Building
	19	Freshmen Class Meeting	" "
	19	Sophomore Class Meeting	" "
	19	Junior Class Meeting	" "
	20	Players Committee	" "
	22	Publications Committee	" "
	22	Players Committee	" "
	23	Players Committee	" "
	23	Music Department Student Recital	Chapin Hall
June	5	Publications Committee	Administration Building
	6	Music Department Student Recital	Chapin Hall

SOCIAL AFFAIRS

1951			
September	14	President's Reception to the Freshmen	Chapin Hall
	17	Alumni Executive Dinner	Russ Hall
	20	Players Freshmen Reception	Chapin Hall
	24	Christian Fellowship Tea	Chapin Hall
	27	I. R. C. Tea	Chapin Hall
	30	Music Department Concert	Russ Hall
October	7	Faculty Party	Russ Hall
	8	Alumni Executive Dinner	Russ Hall
	10	Faculty Meeting and Tea	Chapin Hall
	15	Epsilon Mu Epsilon Tea	Chapin Hall
	15	Sigma Alpha Eta Party	Chapin Hall
	16	Sigma Delta Pi Tea	Chapin Hall
	17	Russ Sophomore Tea for Russ Freshmen	Russ Hall
	19	Pep Rally	Administration Building
	20	Senate Supper	Chapin Hall
	20	Alumni Bond Issue Day	Administration Building
	23	World Federalists Tea	Chapin Hall
	30	Senate Tea	Chapin Hall
	31	Faculty Meeting and Tea	Chapin Hall
November	1	Dalphac Supper	Chapin Hall
	3	Class of 1912 Reunion	Administration Building
	4	Music Department Graduation Recital	Russ Hall
	15	Pi Omega Pi Supper	Chapin Hall
	16	Music Department Graduation Recital	Russ Hall
	18	Music Department Graduation Recital	Chapin Hall
	19	French Club Tea	Chapin Hall
	19	Dormitory Group Supper	Chapin Hall
	25	Music Department Concert	Russ Hall
	26	Creative Writing Tea	Chapin Hall
	27	English Club Tea	Chapin Hall
	29	Latin Club Tea	Chapin Hall
	30	Pro Musica Tea	Chapin Hall
December	2	Music Department Graduation Recital	Russ Hall
	3	Volley Ball - Dormitory Girls	Administration Building
	4, 5, 6, 7, 8,	Players Production - "Death Takes a Holiday"	College High School
	9	Music Department Graduation Recital	Chapin Hall
	11	Alumni Executive Committee Dinner	Russ Hall
	12	Faculty Meeting and Tea	Chapin Hall
	17	Epsilon Mu Epsilon Party	Administration Building
	18	English Club Party	Chapin Hall
	18	Council of State Employees	Russ Hall
	18	Aldornia	Off Campus
	19	Speech Club Tea	Chapin Hall
	20	Dormitory Christmas Dinner	Russ Hall
1952			
January	10	Television Council Dinner	Russ Hall
	11	Music Department Graduation Recital	College High School
	12, 13	Inter-Dormitory Weekend	Russ and Chapin Halls
	13	Music Department Graduation Recital	Russ Hall
	16, 17	Student Musical - "Die Fledermaus"	Off Campus

1951			
September	15	Twentieth Century Benefits to the Freshman	Studio Hall
	17	Alpha Tau Omega Dinner	Town Hall
	18	Kappa Phi Omega Discussion	Studio Hall
	18	Intrafaith Fellowship Tea	Studio Hall
	19	I. R. C. Tea	Studio Hall
	20	Phi Sigma Sigma Dinner	Studio Hall
October	1	Faculty Party	Town Hall
	2	Student Foundation Dinner	Town Hall
	3	Faculty Meeting and Tea	Town Hall
	4	Meeting of Student Tea	Studio Hall
	5	Alpha Kappa Psi Party	Studio Hall
	6	Alpha Delta Pi Party	Studio Hall
	7	Alpha Phi Tea	Studio Hall
	8	Zeta Tau Alpha Tea for Town Freshmen	Town Hall
	9	Pep Rally	Administration Building
	10	Tennis Tournament	Studio Hall
	10	Alpha Xi Delta Tea	Administration Building
	11	Sigma Kappa Tea	Studio Hall
	12	Faculty Meeting and Tea	Studio Hall
	13	Alpha Chi Omega Tea	Studio Hall
	14	Sigma Nu Dinner	Studio Hall
	15	Tennis Tournament	Studio Hall
	16	Tau Kappa Epsilon Dinner	Town Hall
	17	Pep Rally	Administration Building
	18	Tennis Tournament	Studio Hall
	19	Alpha Xi Delta Tea	Studio Hall
	20	Tennis Tournament	Studio Hall
	21	Pi Omega Pi Dinner	Studio Hall
	22	Phi Sigma Sigma Dinner	Town Hall
	23	Delta Sigma Phi Dinner	Studio Hall
	24	Phi Sigma Sigma Tea	Studio Hall
	25	Sigma Kappa Tea	Studio Hall
	26	Faculty Meeting and Tea	Studio Hall
	27	Delta Sigma Phi Dinner	Studio Hall
	28	Tennis Tournament	Studio Hall
	29	Tennis Tournament	Studio Hall
	30	Tennis Tournament	Studio Hall
	31	Tennis Tournament	Studio Hall
November	1	Tennis Tournament	Studio Hall
	2	Tennis Tournament	Studio Hall
	3	Tennis Tournament	Studio Hall
	4	Tennis Tournament	Studio Hall
	5	Tennis Tournament	Studio Hall
	6	Tennis Tournament	Studio Hall
	7	Tennis Tournament	Studio Hall
	8	Tennis Tournament	Studio Hall
	9	Tennis Tournament	Studio Hall
	10	Tennis Tournament	Studio Hall
	11	Tennis Tournament	Studio Hall
	12	Faculty Meeting and Tea	Studio Hall
	13	Sigma Nu Spelling Party	Administration Building
	14	Delta Club Party	Studio Hall
	15	Council of Women Luncheon	Town Hall
	16	Lunches	Off Campus
	17	Phi Omega Tea	Studio Hall
	18	Tuesday Afternoon Dinner	Town Hall
1952			
January	10	Valentine Council Dinner	Town Hall
	11	Delta Sigma Phi Dinner	Studio Hall Annex
	12, 13	Intersorority Tea	Town and Studio Halls
	15	Delta Sigma Phi Dinner	Town Hall
	16, 17	Student Social - Pi Kappa	Off Campus

SOCIAL AFFAIRS

(Continued)

January	17	Music Department Tea	Music Building
	18	Training Teachers' Dinner	Russ Hall
	20	Music Department Graduation Recital	Chapin Hall
	23	Faculty Meeting and Tea	Chapin Hall
	24	Pi Omega Pi Tea	Chapin Hall
	25	Music Department Graduation Recital	Russ Hall
	27	Music Department Graduation Recital	Chapin Hall
	30	Band Concert	Administration Building
	30	Christian Fellowship Party	Chapin Hall
February	3	Music Department Graduation Recital	Chapin Hall
	10	Music Department Graduation Recital	Russ Hall
	13	Faculty Meeting and Tea	Chapin Hall
	15	Alumni Executive Dinner	Russ Hall
	18	Epsilon Mu Epsilon Tea	Chapin Hall
	18	Sigma Alpha Eta Party	Russ Hall
	27	Faculty Meeting and Tea	Chapin Hall
March	5	Faculty-Dames Party	Chapin Hall
	11	Future Freshmen Athletes Party	Chapin Hall
	12	Faculty Meeting and Tea	Chapin Hall
	14	Faculty-Dames Pot Luck Supper	Russ Hall
	17	Epsilon Mu Epsilon Tea	Chapin Hall
	20	Kappa Delta Pi Tea	Chapin Hall
	31	Faculty Meeting and Tea	Chapin Hall
April	8	Pi Omega Pi Party	Chapin Hall
	9	Faculty Meeting and Tea	Chapin Hall
	21	United Nations Institute Tea	Chapin Hall
	23	Senate Party	Chapin Hall
May	1	Citizenship Group Tea	Chapin Hall
	1	Science Club Banquet	Off Campus
	2, 3	Carnival	Campus
	5	Sigma Delta Pi Tea	Chapin Hall
	6	Pi Omega Pi Banquet	Off Campus
	7	Opera Workshop Production	Off Campus
	10	Choir Banquet	Russ Hall
	11	Music Department Graduation Recital	Russ Hall
	14	Faculty Meeting and Tea	Chapin Hall
	14	Aphesteon Banquet	Off Campus
	16	Modern Dance Recital	Off Campus
	17	Dalphac Party	Administration Building
	22	Faculty Tea for Professor Glenn	Chapin Hall
	23	China Institute Meeting	Russ Hall
	23, 24	Players Production	Amphitheatre
	24	W. A. A. Supper	Chapin Hall
	25	Newman Club Outing	Off Campus
	25	Music Department Graduation Recital	Russ Hall
	26	Music Department Graduation Recital	College High School
	27	W. A. A. Supper	Chapin Hall
June	3	Dance Club Party	Chapin Hall
	4	Master's Candidates Tea	Chapin Hall
	9	Senior Class Outing	Off Campus

SOCIAL AFFAIRS

(Continued)

June	10	President's Reception to Seniors	Russ Hall
	11	Senior Banquet	Off Campus
	11	Staff Party for Dr. Partridge	Chapin Hall
	25	China Institute Tea	Administration Building
July	14	United Nations Institute Tea	Russ Hall

In addition to the foregoing social affairs, there were 17 special dinners and 13 special luncheons served in Russ Hall.

The college dances are listed on a special page.

COLLEGE DANCES

1951			
September	13	Big Sister, Big Brother Dance	Administration Building
	19	Sophomore-Freshmen Peace Dance	Administration Building
October	20	S. G. A. Dance	Administration Building
November	17	Junior Informal	Administration Building
December	1	Sophomore Informal	Administration Building
	15	S. G. A. Christmas Formal	Off Campus
1952			
January	11	Interdormitory Informal	Russ Hall
	12	Interdormitory Formal	Chapin Hall
	19	Senior Informal	Off Campus
	26	Freshmen Informal	Administration Building
February	16	Tribe Informal	Administration Building
March	1	Robert Hall Informal	College High School
	15	Phi Lambda Pi Informal	Administration Building
	29	S. G. A. Informal	Administration Building
April	5	Interdormitory Informal	Chapin Hall
	26	Freshmen Semi-formal	Off Campus
May	10	Junior Dinner Dance	Off Campus
	24	Sophomore Dinner Dance	Off Campus
June	7	Senior Dinner Dance	Off Campus

PICNICS

1951			
September	18	Rotary Club	Rec Building
	19	English Club	Rec Building
	20	Newman Club	Rec Building
	28	Men in Music	Rec Building
	28	Phi Lambda Pi	Rec Building
October	5	Christian Fellowship	Fireplace No. 1
	9	Newman Club	Rec Building
	15	Science Club	Rec Building
	17	Phsychology Club	Rec Building
	18	F. T. A. Pot Luck Supper	Rec Building
	25	Phi Lambda Pi	Rec Building
November	1	Agora	Rec Building
	2	Phi Lambda Pi	Rec Building
	16	Christian Fellowship	Rec Building
	30	S. G. A.	Rec Building
December	17	Science Club Christmas Party	Rec Building
	20	Publications Christmas Party	Rec Building
1952			
May	12	Clio	Fireplace No. 1
	15	Aldornia - Pro Musica	Rec Building
	19	Clio	Fireplace No. 1
	19	Sigma Alpha Eta	Rec Building
	21	Dalphac - Agora	Rec Building
	22	F. T. A.	Rec Building
	23	Aldornia	Rec Building
	27	Sigma Phi Mu	Rec Building
	28	Pi Omega Pi	Rec Building
June	1	Pi Omega Pi	Rec Building
	2	Spanish Club	Rec Building
	2	Science Club	Rec Building
	3	Student Group	Fireplace No. 2
	3	English Club	Rec Building
	4	College High School - 10th Grade	Rec Building
	4	Student Group	Fireplace No. 1
	4	Men in Music	Fireplace No. 2
	4	Agora	Rec Building
	5	Student Group	Rec Building
	5	Student Group	Fireplace No. 1
	5	Student Group	Fireplace No. 2
	7	Alumni Group	Rec Building
	10	Student Group	Fireplace No. 2
	10	Television Workshop Group	Rec Building
	11	Student Group	Fireplace No. 2
August	7	Dormitory Group	Fireplace No. 1
	10	Science Group	Fireplace No. 1

CONFERENCES

Inter-dormitory Weekend

Friday, Saturday, and Sunday, January 11th, 12th, and 13th, Chapin, Edward Russ, and Robert Halls held, for the first time, an Inter-dormitory Weekend. The program follows:

Friday	Informal Dance	Russ Hall
Saturday	Formal Dinner	Russ Hall
	Formal Dance	Chapin Hall
Sunday	Brunch - midmorning	Russ Hall

This weekend was planned and carried out with complete cooperation between the administration and the Inter-dormitory Councils, was well attended and will, I believe, become one of the college's most popular traditions.

State Speech Association

On Saturday, March 3, 1952, the State Speech Association held a one-day conference at the college. There were approximately 200 people attending and the Cafeteria was opened for them.

Delta Kappa Gamma

On Friday, March 21, 1952, the New Jersey State Chapter of Delta Kappa Gamma, which is the Graduate Division of Kappa Delta Pi, held its annual dinner meeting in Russ Hall. Approximate attendance - 60.

Instrumental Ensemble Festival

The All State Instrumental Ensemble Festival was held on the campus on Saturday, April 5, 1952, and again the Cafeteria was opened for them. About 300 participated.

Alumni Weekend

For the fifth consecutive year the Alumni Association held its annual Homecoming Weekend on May 17th and 18th. This year was, I believe, the most successful thus far as regards both number attending and enjoyment. Events were well-planned, and all committee heads carried on their activities conscientiously.

Six classes had reunion tables at the luncheon and the class of 1942 had a buffet supper in the Recreation Building for 79 people.

Program

Date	Day	Time	Place	Event	Approx. Attendance
17	Saturday	10:00 a.m.	Chapin Hall	Registration Coffee & Doughnuts	100

Alumni Weekend

(Con't)

Date	Day	Time	Place	Event	Approx. Attendance
17	Saturday	1:00 p.m.	Russ Hall	Lunch	125
17	Saturday	2:30 p.m.	Russ Hall	Business Meeting	125
17	Saturday	4:30 p.m.	Chapin Hall	Faculty Reception - Tea	150
17	Saturday	9:00 p.m.	Russ Hall	Informal Dance	100
18	Sunday	12:30 p.m.	Cafeteria	Picnic	50
18	Sunday	2:30 p.m.	Gymnasium	Concert	150

China Institute

As in the past several years, some of the China Institute staff members and students lived in Russ Hall. Meetings of the entire Institute membership were held in Russ Hall, the College High School, the Administration Building, and the Amphitheatre. The Convocation lunch was served in Russ Hall, but all others in the Cafeteria - June 29 to July 11.

United Nations Institute

For the second year the United Nations Institute was held on the campus from July 14 to July 26. A few of the students lived in Russ Hall. Meetings were held in the College High School, the Administration Building, and the Amphitheatre during the day and in Russ Hall at night. Two special lunches and one special dinner were held in Russ Hall and all other lunches in the Cafeteria. A plan was tried the first two days of selling box lunches in the College High School but did not prove popular enough to continue. A coca-cola machine was installed in the College High School for the duration of the Institute.

[illegible]

[illegible]

Date	Day	Time	Game	Opponent	Location
12	Saturday	2:00 p.m.	Home Dual	Queen	[illegible]
13	Monday	3:30 p.m.	Home Dual	Bethany Nazarene	[illegible]
17	Saturday	10:00 a.m.	Tuesday Dual	Tuesday Commerce - [illegible]	[illegible]
17	Saturday	2:00 p.m.	Home Dual	Southwest Baptist	[illegible]
21	Tuesday	3:30 p.m.	Conference	Pittsburg	[illegible]
24	Friday	2:00 p.m.	Tournament	Pittsburg	[illegible]

[illegible] Tournament

[illegible]

[illegible] Spring Training

[illegible]

DORMITORIES

Registration in the Women's Dormitories
1951 - 1952

First Semester	Students
Chapin Hall	93
Edward Russ Hall	100
Second Semester	
Chapin Hall	
During Senior Practice Teaching Period, January 27 - April 27	45
After Senior Practice Teaching Period, April 27 - June 12	88
Russ Hall	
During Senior Practice Teaching Period, January 27 - April 27	92
After Senior Practice Teaching Period, April 27 - June 12	92
Summer Session	
Chapin Hall (Closed)	
Russ Hall	
Summer Session Students, June 29 - August 13	18
China Institute Students, June 29 - July 12	19
United Nations Institute Students, July 13 - 25	32

College Staff Living in the Women's Dormitories

Chapin Hall
- Mrs. Hibbs - Housemother
- Mrs. Houseman, October 15 - December 21 (Relief Housemother for Chapin
- Mrs. Stevens, January 6 - June 12 (and Russ and Head of Laundry
- Miss Schmid - Assistant Nurse
- One Housemaid, one Houseman, one Kitchen Man

Russ Hall
- Mrs. Meade - Housemother
- Miss Pritchard - Head Nurse
- Miss Georgus - Assistant Nurse
- Kitchen Men

Russ Hall Dining Room

Because of the general increase in food prices, the dormitory fee was raised on December 1, 1951, from $13.50 per week to $14.50 per week. On September 10, 1951, individual dinner prices were also raised:

Undergraduate Students	$ .85 to $1.00
All Others	$1.00 to $1.25

Dormitory staff, women students of Chapin and Russ Halls, men students of Robert Hall, and off-campus men and women have meals in the Russ Hall dining room.

Resident students having three meals a day:

	Students
First Semester	240
Second Semester	
During Practice Teaching Period	177
After Practice Teaching Period	227

Off-Campus students having either breakfast or dinner or both:

First Semester	Breakfast	5
	Dinner	20
Second Semester		
During Practice Teaching Period	Breakfast	0
	Dinner	9
After Practice Teaching Period	Breakfast	0
	Dinner	9

Graduate Students having dinner

First Semester	12
Second Semester - The serving of dinner to Graduate Students was discontinued at the end of the First Semester due to difficulties in obtaining waitresses and because Graduates could eat in the Snack Bar.	

Lunch Tickets

Due to the fact that quite a few dormitory students have classes at 11:30 and 12:30, they are unable to have lunch in the Russ dining room. On the days when they have no free lunch hour, tickets to the Cafeteria, worth 50 cents, were issued to them.

During the Second Semester, due to the impossibility of procuring waitresses whose schedules would allow them to serve lunch, only one lunch at 11:45 was served in Russ Hall. All students who had classes at 11:30 were issued tickets to the Cafeteria, and because of the increase in food cost, the value of the ticket was raised from 50 cents to 60 cents.

Lunch Tickets

(Continued)

	Approximate number of students needing tickets	Approximate number of tickets issued
First Semester	43	1204
Second Semester		
During Sr. Prac. Teaching Period	103	723
After Sr. Prac. Teaching Period	151	1818
Total		3745

Waitresses

During 1951 - 1952 the serving in Russ Hall was done by 48 waitresses. Each waitress is assigned to one meal a day and about eight weekends a year. Inasmuch as there were not enough waitresses either semester, about 1/3 of them served two meals per day.

Late Leave

All Chapin and Russ Hall girls who needed to be admitted after the closing hours of the dormitories were let in by students selected by the Inter-Dormitory Councils, the Housemothers, and myself. They received time credit on their room and board at the rate of 60 cents per hour or any part of an hour.

Number admitted late:

Personal reasons	414
College trips	257
Total	671

SUMMARY

The past year was very active in both club and social affairs. The Student Government Association Executive Board meetings were well planned and carried on. The spirit was excellent and the cooperation between the Board and the Administration unusual. I believe that many things were accomplished which would not have been possible had it not been for the fine spirit existing between the two groups.

The 1951-52 Board completed the club revision work which the previous Board had started, and in addition chartered two new clubs.

The Snack Bar which had been opened in the afternoon during last year was extended during 1951-52 and was also opened for two hours each morning. It is run by an S. G. A. Committee in conjunction with the College Food Service Department, and the proceeds go to the War Memorial Fund.

A Student Lounge Committee worked during a good part of the year, planning layouts, getting bids, selecting furniture, and setting up supervisory ideas for a co-educational Student Lounge in the basement. As a result, the Lounge will be opened at the beginning of the Fall Semester and will be supervised by the S. G. A. Board.

Again this Spring, the S. G. A. sponsored the annual Carnival. In addition to contributing the proceeds, slightly over $1,000, to the War Memorial Fund, the Carnival is most valuable in promoting college spirit by coordinating the working together of all of the clubs.

During this past year about 200 faculty and student members gave blood transfusions at various times. On May 22nd, the Essex County Blood Mobile was at the college all day and over 150 gave for Korea. In addition to this, due to the college service of arranging transfusions for anyone in college or anyone of his or her immediate family, about 50 faculty and student members gave for five who needed them.

For the first time in many years, Chapin Hall was closed during the Summer Session. Because all could be accommodated in one dormitory and to save expense, only Russ Hall was open.

The problem of serving in the dining room became increasingly difficult this year, due partly to the difficulty of obtaining lunch waitresses because of their schedules and partly to the fact that they can earn much more working in stores, hospitals, etc., in and around Montclair. This is really a serious situation, inasmuch as the dining room is not equipped to serve cafeteria style and is one which needs study and revision.

For the first time in the history of the college a change was made which will, I feel sure, be very popular among dormitory students. Instead of having all bed rooms which were to be painted done in the traditional cream, they were done in four different pastel shades; rose, blue, green, and yellow.

Looking back, I believe that the year was a good one in the continuance of improvements, in the growth and strengthening of the Student

[illegible]

[illegible]

[illegible]

SUMMARY

(Continued)

Council and the Dormitory Councils, and in the cooperation between the administrative and student groups. As long as these attitudes can be maintained and furthered, the college can look forward confidently to the future.

Respectfully submitted,

Margaret A. Sherwin

Margaret A. Sherwin
Dean of Women

ANNUAL REPORT OF THE DIRECTOR OF PERSONNEL AND GUIDANCE, 1950 to 1952.

Note: Due to the fact that a number of new duties devolved upon this office in the summer of 1951, there was insufficient time to prepare an annual report of the year 1950-51. Therefore, the enclosed report covers a two year period from September 1950 to August 1952.

Part I - Personnel

A. Integration 100

This is the course labeled Personal Adjustment and Mental Hygiene, given each semester two hours per week to all freshmen and new students to the college. During the year 1950-51, there were nine sections and a total of 356 students. During the school year 1951-52, there were ten sections numbering approximately 340 students. The students in these classes were given the American Council Psychological Examination and the Kuder Preference Record as a part of the freshman orientation program. The results of these two examinations were integrated into the course on Personal Adjustment. Also, as a part of this program, each student in the course was interviewed during the semester, at which time the results of the two tests named above were discussed with the student and, wherever indicated, clinical help and guidance were recommended. During these past two years a definite attempt was made to integrate into the course democratic procedures of conducting classroom discussions. A growing feeling of social-moral responsibility became a vital part of the student's life on campus. One of the many purposes of this Integration 100 course is the orientation of the student to college life, therefore many problems inimical to the campus at Montclair were included in the discussion. A definite attempt was made to help the student to know how to study, how to live among his fellow men, and how to assume the responsibilities of citizenship. Other definite goals of the course were understanding of the professional attitude of the teacher, and, a better understanding of the responsibilities of the teacher in our society.

B. Freshmen Interviews

As previously stated each freshman was interviewed during the time he was taking Integration 100. This interview was in the nature of " a get acquainted interview" to afford an opportunity for the student to meet and talk with the Director of Personnel and for the Director of Personnel to become aware of any special problems that might exist. The interview was sufficiently nondirective to allow the student to bring up any problems on his mind, and where indicated, a more directive technique was used. Where the need for special services was evident students were referred to them - speech, composition, reading, health, psychiatric etc. A number of students were referred to Dr. Sperle for special help with reading, some to Miss Kaufmann for remedial work in speech, and a number of students were referred to the Medical Department for physical and psychiatric examinations. Students were invited to return for subsequent interviews where needed or desired. At all times students were encouraged to seek the help of the personnel department

in solving any of their many problems. As the Director of Personnel has become more concerned with the lives of the upperclassmen due to our longer acquaintship, these students have increased their demands for personal assistance. This need has been met especially with respect to scholarship guidance and personal problem guidance. However, as will be found later in the recommendations, it has been almost impossible to answer all their needs.

C. Scholarship Guidance

The Department of Personnel has taken over completely the operation of the scholarship guidance list formerly known by the students as "the Dean's other list". At the mid-term a report has been received from the faculty members of those students whose grades were D or lower and a record made and report submitted to each member of the faculty. The student concerned was notified of his deficiencies and requested to visit his adviser and where the student was reported in more than one subject, it was especially requested that he visit the Director of Personnel with a view to trying to help the student to correct whatever his academic deficiencies may be. Many times this resulted in additional clinical services or revision in the students life such as reducing his out-of-school work load or in a recommendation that he may change his course or drop a subject whatever the case may be. As a result of this, the scholarship guidance, at the end of each semester, the work of the students was reviewed and lists of those who were below the academic standard of 2.0 were notified of this low standing and placed on academic probation for one semester. Included in the notification was a request that the student visit the office of the Director of Personnel for an interview. At the end of the probationary period, the student's grades were again evaluated and if the student achieved the required standard he was notified and his name removed from the probation list. If he did not succeed in bringing his grades up to the graduation standard, he was asked to withdraw from the college. In a few extenuating circumstances where students had shown exceptional progress under great difficulties, the probationary period was extended for one more semester. During the year 1950-51, twenty students were asked to withdraw. In June of 1952, twenty-four students were asked to withdraw. None of these students have been rematriculated. It is significant that among those who were placed on probation during the past year, the great majority of them removed themselves from probation within the alotted time. Only a few exceptions were necessary to this rule. In june of 1952, only four students were continued on probation. It is perhaps significant at this point to indicate that only about three percent of the students of the college appear upon the probation lists, during any one semester. It is further significant that very few students once having been on probation ever returned to the probation list. Of course, during this present year the Selective Service System has removed from the college some of the students whose names would ordinarily be found on the Scholarship Guidance List. However, it is interesting to note that they have not removed from colleges any students who have indicated that they have the ability to succeed.

D. Program of Financial Aid

State Scholarships

A total of 95 students had state scholarship awards valid for the entire year of 1950-51. During the 1951-52 school year there were 98 students with valid state scholarships. At the end of June 1951, fourteen students were notified that their marks did not warrant the continuance of the award. In August of 1952, three students were notified that their grades did not warrant the continuance of the award. In each case a number of students equal to the allowable limit at that time were awarded the vacant scholarships.

Work Scholarships

During the year 1950-51, 165 different students shared in the work scholarship program. During the school year 1951-52, 207 different students shared in the work scholarship program. A report from the office of the Assistant Commissioner of Education indicated that we had used 14.1% of the allowable 15% of scholarship aid. The differential between the report and the allowable is the result of the fact that students assigned to work scholarship jobs did not completely fulfill their obligation and therefore did not earn the total of One Hundred Dollars. In order to overcome this deficiency in future years, we shall assign more students to jobs and then restrict their work so that we may come out with 100% efficiency. The financial aid in the form of waitress jobs in the dining hall was handled through this office with the assistance of the Dean of Women. Approximately 75 girls served at some time during the school year and some earned as much as Two Hundred and Twenty-five Dollars, of their room and board money in this manner. It was made a policy in this office not to award more than one form of financial aid to any student during any one school year unless the financial situation of that student warranted greater assistance. In this effort we attempted to spread the financial assistance to a greater number of students.

Scholarships and Loans

The Director of Personnel acted as secretary for the various loan and scholarship funds and upon his recommendation a committee was established in the college consisting of the President, the Dean of Instruction, the Director of Personnel and such other members as may be directly interested to establish a scholarship committee of the various and sundry funds now available at Montclair. In following through with this program, the Director of Personnel was active in having placed in circulation the John C. Stone Scholarship for Mathematics and a reorganization of the foreign students scholarship fund, during the school years 1951-52. During the year 1950-51, the Edward Russ Scholarship Fund was reinstituted as well as an active program with the Chapin Memorial Loan Fund. The Grace M. Freeman Scholarship Fund was inaugurated in 1949-50 and its first award winner Herbert Schroter has continued to maintain a very high record of achievement and is doing an excellent job as a student. The second award winner, Miss Emilie Renna was selected for the 1951-52 school year and is likewise making a good record. The third award winner was selected for 1952-53 at the annual meeting of the board of trustees of this fund. This scholarship was awarded to Miss Ruth Linda Eastwood. Several loans were made to students

c. Company at Thousand Lake

Plans Implemented

A total of 97 students and their sponsoring agency visited for the entire year of 1970-71. During the 1970-71 school year there were 36 students with valid work authorizations. At the end of June 1971, fourteen students were notified that their work permits did not warrant the continuance of the course. In August of 1971, three students were notified that their permits did not warrant the continuance of the course. In each case a number of factors equal to the allowable limit, if that time were needed for research studies.

Work Satisfactorily

During the year 1970-71, 145 different students actively served in the work satisfactorily program. During the school year 1970-71, 101 different students were in the work satisfactorily program. A report from the office of the Immigration Coordinator of Canada indicated that so far back 74.1% of the allowed in 100% of satisfactorily jobs. The difference between the number and the allowable in the month of the year that students actually worked in the program. Multiple factors affecting the number and the total of the Training Program. In order to overcome this difficulty in future years, we shall begin more students to come on some programs which work so that an our come out after 100% attendance. The Thousand Lake Office has been of satisfactory help in the Student Hall was Thousand Lake office with the assistance of the Town of Town. Considerably to help serve at some time during the school year and some as work as the Thousand Lake Twenty-five Dollars, or other required board money in this manner. It has been a policy in this office not to assume more than one form of financial aid to any student during any one school year before the financial situation of that student warranted greater assistance. In this effort to assist the Thousand Lake Office to spread the financial assistance to a greater number of students.

Satisfactorily and Loans

The Director of Personnel acted as secretary for the various Loan and satisfactorily funds and upon his recommendation a committee was established in the college consisting of the President, the Dean of Instruction, the Director of Personnel and such other members as may be directly interested in establishing a satisfactorily committee of the various and secretary. These now available. In following through with this program, the Director of Personnel was active in having placed in circulation the Loan. These satisfactorily for maintenance and a transportation of the foreign students satisfactorily fund. During the school years 1970-71. The Loans Fund satisfactorily that not satisfactorily is that it is an active program with the foreign Essential Loan Fund. The Loans I. Thousand satisfactorily fund was instituted in 1969-70 and its first work study Director College has continued to maintain a very high record of satisfactorily and in doing an satisfactorily job as a student. The second Work satisfactorily Dollar Loans was satisfactorily for the 1970-71 school year and is flourishing satisfactorily a good record. The third work satisfactorily was satisfactorily for the 1970-71 at the annual meeting of the board of trustees of this fund. This satisfactorily was matched by the Thousand Lake Personnel. Several loans were made to students

from the Chapin Memorial Fund. No awards were made from the Edward Russ Scholarship Fund as yet this year but one award was made last year. The John C. Stone Scholarship Fund in reorganization made its first award since its inception in 1934 to Miss Maxine Bach, an award of One Hundred and Fifty Dollars. The scholarship was organized into an income account and a trust fund. It is the firm hope of the committee for the John C. Stone Scholarship Fund that additional subscriptions may be added to the fund from time to time. Dr. Mallory expressed the hope that at his retirement he may be able to add to this fund substantially and that we may then be able to change its name to the Stone-Mallory scholarship in honor of the collaboration of these two great mathematicians. A bulletin of general information on the scholarships was prepared by this office and mimeigraphed and used at career conferences in high schools and mailed to people who requested information about these things.

E. Freshman Orientation

The freshman orientation program which was instituted in 1950 has had a successful career. The program is now organized to give the freshman students a better picture of life on the campus at Montclair. These students enter the college on Thursday and during the Thursday and Friday period are programmed through a series of experiences that will help them to adjust to the new college situation. This program is organized in the office of the Director of Personnel with the help of the sophomore and junior classes, and the Student Government Association. The Student Government Association contributes the publication of the freshman handbook, the Arrowhead, a new copy of which has been prepared for this year's class. The new sophomore class is in charge of the initiation of the new freshman students and a program for that has been worked out carefully with the officers of the sophomore class. It includes such things as the wearing of dinks, and certain other programs of humulity and entertainment. A full copy of the program is attached. The junior class are responsible for the Big Brother-Sister program where each freshman student is referred to a junior student for personal guidance.

During the mid-semester entrance of advanced standing students in February, 1952, a program of orientation for the advanced standing students was organized with the help of Mr. William Dioguardi who has asked to be given duties in the Personnel Department for his own edification and possible future development. It is proposed to continue this program with the September entrants and the program has been set for Wednesday afternoon, September 10th, for all advanced standing students. At this time they too will be given some orientation examinations and a program of information which may be useful to them.

F. Student Government Association

During the past two years the Student Government Association has labored long and arduously to administer the funds and the activities of the student body to the best of their ability. As a non-voting advisor to this

group, I have the feeling that they spent a good bit of time in the pursuit of endless trails into strict democracy, but I also feel that they have learned a great deal about human needs and about the actual organization and administration of government. The Medical Reimbursement Insurance Plan which is a part of the Student Government Association and for which I am personally responsible was highly successful in these past two years. Approximately 300 students were enrolled in the program and an informal check on the results of the program indicate that of some $3100.00 paid in premiums last year, over $2700.00 was paid back in claims, indicating that the program was badly needed by our students. It is lamentable that not all the students have taken out this particular form of protection. A recommendation in this respect will be found in its proper place in this report. The Snack Bar which was operated by the students after school and in the early morning was a successful addition to the Student Government Association program. This office was responsible for keeping track of the time worked by the students and again in an advisory capacity. I feel that although the financial venture was not a great success, the moral factor was highly successful and it deserves to be continued. It has been the great privilege and pleasure of the Director of Personnel to attend all the student functions. I feel that Montclair has every right to be proud of the student's conduct at these affairs. It is also gratifying to note a great many of the faculty are present and the students enjoy having them share their social life with them.

G. The Student-Faculty Advisory Program.

During the past two years a determined effort has been made by the Director of Personnel to organize the faculty and students into a working counseling unit. In this effort it has been found expedient to work by departments. Notable progress has been made in the Business Education Department and with the English Department. At the recent request of the Science Department, a program will be established with them during the coming year. In the interim all other departments are receiving the same service they had previously, but through the advertisement of the success of the departments just mentioned, we shall hope that the other departments will join in the effort to become of more value to the individual student. There still remains a great deal to be done in placing in the hands of the faculty member a greater responsibility for counseling with the student. As the need for the elementary curriculum disappears from our present program, there will be an increased opportunity in the selection of elective courses. This will help to give the faculty member a feeling of purpose in the interview. At the present time he feels that his main purpose is to hand out already prepared programs at registration and to give the student his report card at the end of the semester, with little responsibility for continuous counseling throughout the school year. Again in the three departments mentioned there is a demonstration of the knowledge of the needs of the students and of an attempt to meet these needs in the new faculty-student advisory program. In an attempt to implement this program during the past year, the Director of Personnel in conjunction with Dr. W. Scott Smith prepared a student referral blank which was submitted to the faculty with the request that they use this blank in calling attention to the weaknesses of any of their students that they felt should be materially

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[illegible]

[illegible]

helped by a conference with the guidance department. Several faculty members used these referral blanks but most did not take this opportunity. This same committee of Dr. W. Scott Smith and the Director of Personnel are going to work during the coming year towards the establishment of a personality check list that may be submitted to the faculty in an effort to get from them a suggestion of the students who need guidance and, more definitely perhaps, those students who need to be challenged as to their professional purposes. During the past year we were able to help a number of students to reconstitute their vocational objectives and subsequently to make a proper adjustment to their life ambitions. It is hoped that as a result of the new check list idea other students, who may not have come to our attention, may be so directed that we may be of material assistance to them. It is the feeling of many of the members of the faculty that a number of the students graduate each year who in spite of their good grades will not be a credit to the teaching profession. We would like very much to help these people to reconstitute their vocational objectives.

H. Student Record System.

A careful record is being kept of the student's work at Montclair in the Registrar's Office, in addition, a personnel record has been established in the Personnel Office consisting of a personnel record form, the student's personal admission blank, the results of the freshman orientation testing program and an annual check up on his health and scholastic activities. In addition any anecdotal records that may be pertinent to this student's life are entered in his folder. These records are reviewed and checked continuously in order to keep them up to date.

I. Dean of Men.

During the school year 1950-51, Mr. Henry Schmidt, the Dean of Men, was called to active duty in the United States Navy and the position of Dean of Men was therefore left vacant. The duties of this office were assumed by the Director of Personnel. This includes the operation of the men's dormitory. During this past year the men's dormitory council became less of a functioniny organization than it had hoped to be, but never achieved. There were many factors which mitigated against its success, not the least of which was the condition of the dormitory itself. Robert Hall was distinctly a fire trap and not at all suitable to a college dormitory, since no social facilities were available for the students to congregate or associate. The partitions between the rooms were so flimsy that privacy was practically impossible. As a result of a recommendation by the President of the college and concurred in by the Assistant Commissioner of Higher Education, permission has been granted to demolish Robert Hall as a men's dormitory. Certainly no dormitory would be better than the one now provided and of course it is hoped that the new bond issue will provide funds for a respectable men's dormitory building. As the acting Dean of Men, the Director of Personnel assumed some responsibility for the two foreign students visiting from Graz University in Austria. It was a pleasure to minister to their needs and to help them achieve their objective of learning more about Americans and the American way of life. Among other

helped by a maintenance man, the janitor and students. Several faculty members used their personal vacation for work on all or part of the full operations. This was possible by the fact that Dr. T. Jones Smith was the director of research and was able to work during the summer, thus freeing the specialists to a degree. It also was fortunate that one of the faculty is an artist to do some of the promotion of the program and the usual printing. Many difficult problems, those students who need to be considered as in their professional progress, during the year, were so much more difficult to solve because it attempts to provide their vocational activities and responsibility in order a proper adjustment to their life situations. It is known that as a result of the program last year some students, who had been close to our children, are no longer. Perhaps we may be of material assistance in that. It is the feeling of many of the members of the faculty that a number of the students have that year who in spite of their good grades will not be a credit to the teaching profession. We should take very much to heart these people in personalities than vocational adjustments.

E. Student Record System.

A central record is being kept of the student's work as monitored in the Registrar's Office, in addition, a personnel record and then individual in the Personnel Office consisting of a personnel record form, the student's personal autobiography, the results of the Freshman orientation testing program and as annual check on the health and extracurricular activities. In addition any anecdotal records that may be pertinent to the student's life are entered in his folder. These records are reviewed and another month-ly in order to keep them up to date.

I. Dean of Men.

During the school year 1970-71, Mr. Harry Kennedy, the Dean of Men, was called to active duty in the United States Navy and the position of Dean of Men was therefore left vacant. The duties of this office were assumed by the Director of Personnel. This included the operation of the men's dormitory. During this past year the men's dormitory enrolled Dexter Jones as a Resident Counselor in the men's dormitory. Mr. Jones was a graduate student in the Department of Sociology and Anthropology and therefore was able to fill the position of the dormitory itself. Another fall was difficulty in this area and not in all activities in a college community, since no social facilities were available for the students to congregate or associate. The recreation program for those were an fitness that previously was practically impossible. As a result of a recommendation by the President of the college and approved by the Board of Trustees, a student lounge of higher quality, providing the lounge to be a social lounge for a men's dormitory. Certainly the dormitory would be better than the men now provided but it seems to be agreed that the new lounge will provide funds for a considerable men's dormitory building. In the social Dean of Men, the duties of Personnel changed some responsibility for the men dormitory residence facilities into some difficulty in supervision. It was a pleasure to minister to their needs and to help them achieve their activities of learning more about themselves and the American way of life. Among young

things that were done for them, the Director of Personnel made arrangements for them to visit for one week on the campus of Lafayette College. This experience was valuable to these boys in the opportunity to see a different type of college in America and the operation of a fraternity and other types of social dormitory life.

II. The Guidance Program on the Graduate Level.

During the Spring term of 1950-51, a new worksheet was organized for the Master's degree in Personnel and Guidance. In essence the purpose of this worksheet was to combine the student's effort to achieve both certification in the field of Guidance and a Master's degree. Therefore, the required work in the program is synonymous with the requirements for certification. In order to accomplish this fact, we have established several new technique courses and have eliminated two of the general education courses. Our effort is aimed at presenting a program for specialist training. Specifically we have dropped the courses entitled, "Guidance Problems for the Classroom Teacher" and "Organizations and Administration of Guidance Programs." We have changed the course of study in Integration 551 to include Principles and Administration of Guidance and have added Integration 536 Educational Guidance, Integration 537, Social-Moral Guidance, and Integration 538, Group Guidance and Counseling Techniques. The students in the programs this past summer were greatly pleased with our new offerings and with the inviting of outside lecturers to carry a part of the program. During the summer of 1951, Mr. Robert Darling, now Supervisor of Guidance Services for the State of Delaware, was a member of our faculty teaching three courses in guidance. During the Spring term of 1952, Mr. Franklin Connelly of the State Department of Vocational Education instructed a course in Vocational Guidance. During the summer of 1952, Mr. Paul L. Cambreleng, Associate Professor of Personnel Relations at the Newark College of Engineering, taught two courses in Psychology and Mental Hygiene. During the summer of 1952, we instituted the first course in Social-Moral Guidance to be taught in any institution in this area. It met with tremendous success from the point of view of the students and from present indications it appears to be a step in the right direction.

It is interesting to note that twenty-four students were awarded the Master's degree in Personnel and Guidance during the graduation ceremonies of 1952 and greater than forty new students matriculated in this program during this time.

During the school year a number of high school guidance programs were visited and evaluated and we served as career speakers for a great number of high school career conferences. Assistance was rendered to high schools in their testing program in respect to guidance and assisting them with their counseling program. The Director of Personnel was appointed a member of the advisory board of the New Jersey Guidance and Personnel Association and a member of the Editorial Board of the Newsletter of the Association.

Integration 534 - During the Spring semester we were happy to be able to comply with the request of the Bergen County branch of the Guidance and Personnel Association to give a Guidance extension course. The course was taught by Dr. Harold Stearns, Superintendent of Schools, Englewood, New Jersey, at the Teaneck

which that were done for them. The Director of Personnel made arrangements for them to visit for one week in the course of Laboratory College. This experience was valuable to them both in the opportunity to see a different type of college in action and the possibility of a transfer and other types of social development life.

II. The Sophomore Program on the Graduate Level.

During the spring term of 1970-71, a new department was organized for the Master's degree in Personnel and Guidance. It assumes the purpose of this study about the in-service the students efforts to assume full participation in the field of Guidance and a Master's degree. Therefore, the required work in the program is concerned with the requirements for certification. In order to accomplish this task, we have established several the individual courses and have eliminated two of the general education courses. One course is about a preceding a program for specialist training. Consistently we have dropped the courses entitled, "Guidance Problems for the Classroom Teacher" and "Organization and Administration of Guidance Programs." We have changed the course of study in Interpretation 321 to include introduction and Administration of Guidance and have added Interpretation 325 Educational Patterns, Interpretation 327, Social-Moral Guidance, and Interpretation 329, Group Guidance and Counseling Techniques. The students in the program this year seemed very readily pleased with our new activities and with the inclusion of outside instructors in every a part of the program. During the summer of 1971, Dr. Robert Ingalls, the Director of Guidance Services for the City Schools of Cleveland, was a member of our faculty teaching three courses in guidance. During the Spring term of 1972, Dr. Franklin Connally of the Bureau of Research of Vocational Education taught a course in Vocational Guidance. During the summer of 1972, Dr. Paul L. Gardiner, associate professor of Personnel Relations at the Ohio State College of Engineering, taught two courses in Psychology and social Psychology. During the summer of 1972, we instituted the first course in Social-Moral Guidance to be taught in any institution in this area. It met with tremendous success. Thus the value of this elements and from personal indications it appears to be a step in the right direction.

It is interesting to note that twenty-four students were granted the Master's degree in Personnel and Guidance during the commencement exercises of 1972 and greater than forty new students participated in this program during this year.

During the school year a number of high school guidance programs were visited and evaluated and we served as career consultant for a great number of high school career conferences. Individuals was produced in high schools in North Central region in regard to guidance and materials thus with first-hand knowledge. The Director of Personnel was appointed a member of the advisory board of the New Jersey Guidance and Personnel Association and a member of the Editorial Board of the Newsletter of the Association.

Integration 330 - During the Spring semester we were happy to be able to cooperate with the students of the Junior Dramatic Branch of the Guidance and Personnel Association in give a Guidance Workshop course. The course was in cooperation Jerold Shenen, Superintendent of Schools, Hudson; Mr. Jerry, as the teacher

High School on Wednesday afternoons. The title of the course was Integration 534, Community Resources for Guidance.

III. Other Personnel Services.

A. Veterans Affairs

During the past two years it has been necessary to make changes in our veterans' counselor staff. Mr. Morris Seibert, who did this work for a number of years, was called in to the service and his work was taken over by Mr. Charles Sensale, until the end of the school year in 1951, at which time Mr. Sensale left the employ of the college and the work was resumed by Mr. Ulrich Neuner, who is doing the work at present. In addition to the changes in our own staff there were a number of changes in the staff of the Veterans Administration in Newark, which necessitated many changes in our routine and reporting services. Accompanied with this there was a general decline in the number of veteran students enrolled in the institution. As a result of this decline, the Veterans Administration discontinued the visitation of a regular contact officer from their office. This placed upon our office the necessity for processing all requests of the veterans and correspondence with the Veterans Administration to receive answers to special problems. Again because of the decline of the number of students enrolled under the Public Law 16 provision, actually only two students, the Veterans Administration discontinued their representative visits and it was necessary for us to file reports in lieu of these visitations. On July 25, 1951, the Veterans Administration made a deadline for the admission of students under new letters of entitlement for training under the G.I. Bill. In addition to this there were stringent regulations about the continuance of study under the provisions of the G.I. Bill. In order to administer this program it was necessary for us to set up a new check system and warn the students ahead of time with respect to their privileges under the G.I. Bill. It has been a part of the program of the Veterans Administration to close out as many present entitlements as they possibly could in order to save budgetary allotments. Therefore, the college took the necessary steps to notify the veterans of their present entitlement and the conditions imposed for the continuation of these entitlements.

Under the new Selective Service Act and the Korean Veterans Act, a new type of program will be instituted in September of 1952. New procedures with respect to the handling of claims of the veterans will have to be established.

Veterans Housing on College Heights

During the past year the committee on housing for college heights met on several occasions to assist the veterans in securing accommodations. The committee developed a system of priorities which is included herewith. At the present writing all 41 apartments are fully rented and we do not expect any vacancies in the very near future. During the past year, the Director of Personnel met with the veterans living in the apartments and established a Civil Defense program for them. They concurred in the appointment of Mr. Alan Morehead as the Civil Defense Air Raid Warden for the College Heights. They also

concurred in a program of fire protection drills. The Captain of fire prevention for the city of Montclair, was invited and came to College Heights on a Sunday afternoon and instructed the men in the operation of the fire fighting equipment located on the heights. During the past year with the cooperation of the building and grounds superintendent, all new hose was placed on the fire apparatus and all fire extinguishers were checked and recharged.

B. Selective Service

During the past year and one half, the Director of Personnel has administered six of the Selective Service Qualification Tests. During July of 1951 and July of 1952, the Personnel Office completed the Selective Service Form 109 for all male students in the college. These forms are prepared in triplicate, the original being sent to the Selective Service Local Board, one copy kept in the file in the Registrar's Office and one copy in the student personnel file in the Personnel Office. During the beginning of each semester, the local boards request the Personnel Office to verify that the student is still in attendance on a Selective Service Form 51-35. This was done during each of the semesters during the past year. At various times the Selective Service Boards request additional information with respect to the academic standing and matriculation of the student. This information has been supplied by this office. In addition to the information supplied to the local boards, this office keeps the student informed of new regulations and new requirements of the Selective Service Board.

C. Armed Forces Education Liaison

All of the services have been invited to send literature and recruiting teams. A definite program has been established with respect to the visitation of procurement teams and all the services have complied with excellent results to themselves. During the past year we accepted the invitation of the Army Reserve Unit stationed at Kearny, New Jersey, to establish a unit on campus to meet once each week as an extension of the Kearny unit. At the present time, approximately thirty students are members of this Army Reserve Unit. The Marine Corps Platoon Leader Program has been sponsored by this department, and a number of students, approximately sixteen, have been recruited by the Marine Corps. During the school year 1950-51, we applied for an Air ROTC unit but were denied the unit upon competitive examination.

D. Civil Defense

The Office of the Director of Personnel has acted as the coordinating unit of the Civil Defense services of the college with those of the Town of Montclair. The Director of Personnel is listed as the zone commander for the State Teachers College. As a part of this program, we have organized the faculty and administration for a minimum security effort, campus shelters have been established, a medical aid department has been organized, and an auxiliary control center has been established in the event that the Montclair city defense council needs this service in an emergency.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

E. Admissions

During the illness of Mr. Jackson, the Director of Personnel has acted as the Director of Admissions. This is a logical function of the Personnel Office, and should be continued in this area. This service included the administration of the entrance examinations, the interviews, and the general supervision of the admission procedures. Attending the Commissioners meeting at Trenton in February, conducting studies of the selective admission processes and the admission of advanced standing students.

F. Testing and Research

This is fundamentally a part of the office of records and research which was formerly handled by Mr. Jackson. This service was being conducted by the Director of Personnel as an emergency measure. It is hoped that the new person to be employed in Mr. Jackson's place will be able to take over a number of these duties but will be responsible to the Director of Personnel. The testing was in the area of the National Sophomore Examinations, the National Teachers Examinations, the outside testing services rendered to public schools and the correcting and marking of tests. A further analysis of the services of this department will be found in an addenda to this report.

G. Administrative Council

It was the privilege and pleasure of the Director of Personnel to sit as a member of the Administrative Council, and to share the responsibility of the evaluation for the American Association of Colleges for Teacher Education, as chairman for Standard 2, Student Personnel Services.

H. Miscellaneous

It was the privilege and pleasure of the Director of Personnel to serve on an evaluation of the Bayonne High School for the Middle States Association of Secondary Schools and Colleges. Also to serve on the evaluation of the New Briton State Teachers College for the American Association of Colleges for Teacher Education. This year we received an invitation from the Supervisor of Guidance Services of the Federal Office of Education to attend the North Atlantic Regional Conference of Supervisors and Counselor Trainers. It is considered quite an honor to be invited to attend these conferences. The Director of Personnel was invited and attended. A report of this conference may be found in the files. It was also the pleasure of the Director of Personnel to attend a number of other conferences as a participant in the program: The New Jersey Conference on Guidance in Secondary Education, the New Jersey Guidance and Personnel Association Planning Meeting, and to act as the chairman of the Personnel Section of the State Teachers College Faculty Association for the year 1951-52.

IV. Addenda

Reports submitted by the Dean of Women and the Medical Office should be considered as reports of special personnel services rendered as a part of, in conjunction with, and under the direct supervision of the Director of Personnel.

6. Accreditation

During the illness of Dr. Jackson, the Director of Personnel has acted as the Director of Admissions. This is a logical function of the Personnel Office, and should be continued in this area. This service includes the administration of the entrance examinations, the interviews, and the general supervision of the admission procedure. Although the Commissioner meeting at Trenton in February, concerning admission of the primary admission procedure and the admission of veterans should be kept.

7. Testing and Counsel

This is fundamentally a part of the duties of faculty and research staff, was formerly handled by Dr. Jackson. This function was being conducted by the Director of Personnel in an unofficial manner. It is hoped that the new person to be employed in Dr. Jackson's place will be able to take over a number of these duties and will be responsible to the Director of Personnel. The testing was in the area of the National Guidance Examinations, the National Teacher Examinations, the orientation testing activities required in public schools and the counseling and testing of veterans. A further analysis of the specific of this operations will be found in an appendix to this report.

8. Administrative Council

It has the privilege and pleasure of the Director of Personnel to act as a member of the Administrative Council, and to share the responsibility of the evaluation for the American Association of Colleges for Teacher Education, as chairman for Element 8, Student Personnel Services.

9. Miscellaneous

It was the privilege and pleasure of the Director of Personnel to serve on an evaluation of the Jersey City School for the Middle States Association of Secondary Schools and Colleges. Also to serve on the evaluation of the Union City Junior College for the American Association of Colleges for Teacher Education. This year he received an invitation from the Commissioner of Education Services of the Federal Office of Education to attend the Health Education Personnel Conference of Supervisors and Counselor Trainers. It is considered quite an honor to be invited to attend these conferences. The Director of Personnel was invited and attended. A report of this conference may be found in the files. It was also the pleasure of the Director of Personnel to attend a number of other conferences as a participant in the proceedings: The New Jersey Conference on Guidance in Secondary Schools, the New Jersey Guidance and Personnel Association Planning Meeting, and to act as the chairman of the Personnel Section of the State Teachers College Faculty Association for the year 1951-52.

10. Summary

Reports submitted by the Dean of Women and the Assistant Dean should be considered as reports of general personnel services rendered or a part of, in conjunction with, and under the direct supervision of the Director of Personnel.

This is an addenda to the report of the Director of Personnel to cover the work done in the office of records and research formerly under Mr. Claude E. Jackson. During Mr. Jackson's leave of absence due to illness, the work of supervising the activities of this office was done by the Director of Personnel. Those activities relating directly to the process of admissions and testing were reported in other parts of this annual report. The work carried on in this office by its staff composed of Mrs. Freeman and Miss Beshar, is largely a matter of clerical work and needs only a minimum amount of supervision. Therefore, it was within the realm of possibility for the Director of Personnel to assume this additional work. It must be added that Mrs. Freeman's expert assistance made this duty both pleasant and easy to handle. A complete statistical record of the duplicating and test scoring activities of this office are included with this report. In addition, Mrs. Freeman was responsible for the punch card program for registration and for making the necessary statistical changes in class organization and size. It was also a part of this office to establish records for the use of the President and the Dean in establishing teacher load and class programs. Many of the reports of the committees for the evaluation require statistics which were supplied by this office. Acting as a service unit to many of the departments of the college, this office worked diligently to supply the many needs. The speed and accuracy with which this work was done is a tribute to the efficiency of its staff. In furthering the work of this office, I should like to recommend that the use of the punch card system be expanded and that it be permitted to handle more efficiently and to a greater extent the many problems now done by hand in the registrar's office. I suggest that a thorough study of the possibilities of the punch card system be made with the help of the International Business Machines Company to ascertain the need of our school or perhaps of all the State Teachers Colleges and that steps be taken to revise our present system.

A meeting of the Committee on Veterans' Housing was held in the office of the President on Friday, June 27, 1952, at 10:30 a.m.

It was determined that there is a need for a definite system of priority with respect to Veterans' Housing.

1. Veteran, Undergraduate, Married
1a. Veteran, Undergraduate, Bachelor
2. Veterah, Graduate, Married
3. Veteran, Faculty, Married
4. Non-Veteran, Undergraduate, Married
5. Non-Veteran, Graduate, Married.

Other steps with respect to priority will be handled by the Committee as a whole.

Summary of Rex-O-Graphing, September 1951 to August 1952:

Department:	No. of Copies:
English	180
Language	1,560
Mathematics	2,290
Music	300
Phys. Education (Men)	135
Phys. Education (Women)	200
Science	3,030
Social Studies	1,085
Business Office	140
Dean of Women	200
Medical	150
Students & Miscellaneous	350
Visual Aids	875
Director of Admissions	250
Director of Personnel	500
Dean of Instruction	270
Business Education	110
Integration	100
	11,725

Summary of Photostating, September 1951 to August 18, 1952:

Registrar	2,830
Miss Favor	1,641
Miscellaneous	182
Music Dept.	194
Integration Office	280
President's Office	307
Dean of Instruction	30
	5,464

Total of Test Scoring Service, September 1951 through August, 1952:

23,436 papers

Summary of Mimeographing - September 1951 to August 18, 1952:

Department:	No. of Copies:
Art	3,175
Business Education	4,945
English	12,340
Geography	935
Integration	24,500
Language	2,825
Mathematics	9,450
Music	21,920
Phys. Education (Men)	9,740
Phys. Education (Women)	3,120
Psychology	4,575
Science	2,885
Social Studies	17,360
Speech	12,400
Dean of Instruction	16,000
Alumni	23,975
Bookstore	1,450
Business Office	1,595
College High School	4,250
Miss Sherwin (Dean of Women)	5,530
Library	2,040
Medical	2,040
Miss Favor	2,405
Mr. E.C. Davis (Dir. of Personnel)	5,210
President	26,605
Publicity	4,105
Students and Miscellaneous	8,735
Visual Aids	6,340
Director of Admissions	2,000
Registrar	5,860
Television Workshop	11,245
Total	259,175

V. - Recommendations

1. That the Director of Personnel be raised to professioral rank as quickly as possible to place this office in its proper perspective with the Administrative functions discharged and in its relation to the other heads of departments.

2. That the person hired to replace Mr. Jackson be a person who is trained in guidance and who can assist in the counseling of students and the testing program.

3. With the strengthening of the Personnel Department and its assumption of more responsibilities it has become increasingly difficult to exist on a half time secretary. Therefore, I recommend that a new person be appointed for the graduate office who will at present take over their correspondence and at the same time understudy Miss Favor who will retire next year, thus freeing Mrs. Rothe for full time service to the Personnel Office.

4. I should like to recommend that in the planning of any office changes that there be considered the fact that in a good counseling situation there should be adequate physical facilities for the private interview of students. No such facility is at present available. It would be of considerable help to the Director of Personnel to have facilities for this service.

5. That we not only continue but that we expand the off-campus courses in Personnel and Guidance. In an annual report of two years ago, this office recommended that courses be given in the southern part of New Jersey. During the past year, I have made some preliminary investigation and have found that a great many of the people employed to do guidance work in the southern New Jersey area are not certified in the field of guidance. Therefore, it should be a fertile field for such off campus courses. I highly recommend that this be investigated.

6. In order that the faculty of the college may be more fully represented in the Administrative deliberations, I recommend that the President of the Faculty Association be invited to become a member of the Administrative Council.

7. It would seem from the students reaction to our Medical Reimbursement Insurance that it would be well to place more emphasis on its importance by making it a part of the regular fees. If this were done, the premium cost could be lowered and the insurance company would contribute to the equipment of our infirmary.

Respectfully submitted,

Earl C. Davis,
Director of Personnel.

INTEGRATION 100 Prof. E. C. Davis

1. Introduction:
   Subjects to be discussed, purpose of the course, method to be used, requirements of the course, the text and its use, personal interview schedule.
   Text: Chapter 1. The Psychology of Personal Adjustment, Fred McKinney, John Wiley and Sons, N.Y.

2. Study Techniques:
   Note taking, Examinations, Use of the Library, Reading Assignments, Increasing Vocabulary, Study Environment. Text: Chapter 2.

3. Study Techniques:
   Preparation of papers, Miscellaneous Problems, Discussion. Quiz. Chapter 2.

4. Concentration:
   Text: Chapter 3, pp. 65-71

5. Learning and Memory
   Text: pp. 71-87

6. Thinking and Judgment
   Text: pp. 87-101

7. Personal Efficiency:
   Budgeting time, money, energy. Text: Chapter 4, pp. 105-134

8. Attitudes and Efficiency
   Text: pp. 135-142 Quiz

9. Vocational Planning:
   Why do you want to teach more than anything else?
   Text: pp. 298-316

10. Personality Analysis:
    Survey of tests. Text: pp. 324-343

11. Occupational Analysis:
    Survey of tests. Text: pp. 344-371

12. Avocations:
    Hobbies, leisure time activity, supplementary money makers.
    Text: 317-318

13. Social Adjustment:
    Traits and conflicts, popularity.
    Text: pp. 381-391

14. Grooming, Cleanliness, style, carriage, posture, speech.
    Text: pp. 391-394

15. Etiquette and friendliness:
    Text: pp. 394-411

16. Social groups and Extra-curricular activities.
    Text: pp. 411-423 Quiz

17. Social proficiency, leadership, personality, ideas.
    Text: pp. 420-467

18. Parliamentary rules, leadership problems and principles.
    Text: Robert's Rules of Order.

19. Social Conventions and Affections. Text: pp. 471-482

20. Courtship, Chastity, and Petting . Text: pp. 482-522

21. Stability, fickleness and crushes. Text: pp. 482-522 Quiz

22. Marriage:
    Success and failure, happiness and personality.
    Text: pp. 527-556

23. Emotional Stability:
    Depressions, homesickness, conflict of standards.
    Text: pp. 559-592

24. Emotional Effusiveness:
    Fears and worries Text: pp. 592-612

25. Self confidence and consciousness
    Text: pp. 616-655

26. Philosophy of Life
    Text: pp. 269-298

27. Motivation and Self-control
    Text: pp. 147-176

28. Adjustment:
    Text: pp. 659-692

29. Personality Analysis
    Text: pp. 181-216

30. Personality Readjustment
    Text: pp. 217-269

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

August 12, 1952

Dear Freshman:

May I add my personal congratulations and a very warm welcome upon your admission to Montclair State.

We want you to get to know us and we want to know you as rapidly as possible and so we have planned the following Orientation Program. The schedule is detailed and quite complete but such planning is necessary in order that all 300 of you can be integrated into our family in the short space of two days. Will you please study this material carefully and prepare to follow the instructions implicitly. The upper classmen will be operating under full schedule during your orientation program and to find a lost Frosh among 1200 students will be quite a task.

Each freshman has been assigned to one of six groups on the basis of his major field. You have been assigned to group _____. Study your group program and if you have any questions stop in and see me.

Sincerely yours,

Earl C. Davis,
Director of Personnel

Key to schedule:

Test 1. Psychological Examination - Room 24
Test 2. Kuder Preference Record - Room 26
Med. Audiometer test by Medical Dept. - College High School
Reg. Registration information - class cards, insurance prog., veterans, library cards, scholarships, general information - College library.
Photo. Individual photograph taken for the permanent records, Lower Hall, Room F.
Bus.Off. Payment of bills and fees - Lower Hall (end near parking lot).
Music Ability to sing or play musical instrument - Music Building.

Dorm Students: You will eat all your meals in the Russ Hall Dining Room and after lunch return to the gymnasium for a briefing session on the afternoon activities.

All Frosh are required to enter into the initiation activities as planned by the Sophomore class. Read the enclosed rules, more details will be explained after lunch on Thursday.

All Frosh are requested to subscribe to the Medical Reimbursement Insurance Plan described in the booklet you will shortly receive in the mail. Sign the card and pay the fee at registration.

Thursday, September 14:

9:00 a.m.	General Assembly in Gym - E.C. Davis - M.C. Introduction and Welcome - Dr. Partridge, Dr. Huber. S.G.A. President, Dean Sherwin, Dr. Wurts, Miss House, [illegible] Explanation of General Program, Distribution of Arrowhead.			
10:00	Test 1-A Photo - F	Test 2-B Group C-free until 11 a.m.	Med. - D	Reg. - E
11:00	Test 1-B Reg. - D	Test 2-C Photo - A	Bus. Off. - E	Med. - F
12:15 p.m.	Lunch in Cafeteria			
1:00	All Frosh meet in gymnasium - Frosh regs. -- sophomore class			
1:30	Test 1-C Med. - E	Test 2-A Reg. - F	Bus. Off. - D Photo - B	
2:30	Test 1-D Med. - A	Test 2-E Reg. - B	Bus.Off. - F Photo - C	
3:30	Big Brother - Big Sister Dance in gym. - Junior Class			

Friday, September 15:

9:00 a.m.	Test 1-E Med. - C	Test 2-F Reg. - A	Bus. Off - B Photo - D
10:00	Test 1-F Med. - B	Test 2-D Reg. - C	Bus. Off - A Photo - E
11:00	Meet in Gym. General Announcements, S.G.A. President - M.C. Short Speeches on College Student Life and War Memorial Fund. "Assignment for Tomorrow".		
12:15 p.m.	Luncheon in Cafeteria		
1:00	Every 15 minutes group to Music Test. 1:00-A; 1:15-B; 1:30-D; 1:45-E; 2:00-F; 2:15-C.		
2:30	Meet with departmental faculty - rooms to be assigned.		
3:30	Faculty - Freshmen Reception and Tea - Chapin Hall		

Freshman Initiation Plans 1952

1. Freshman Week starts Thursday, September 11th, and runs until Friday, September 19th.

2. Freshman-Sophomore Peace Dance will take place Friday night, September 19. This is the legal end of initiation and all dinks must be worn until this time.

3. Rules:
   a. Dinks must be worn at all times except in Russ Hall dining room.
   b. A sophomore committee will be established to run the initiation.
   c. The ruling sophomores will wear buttons for identification.
   d. No high or prep school emblems can be worn, either covered or removed.
   e. Freshmen must gather all wood for the football bonfire rally.
   f. Freshmen will be required to wear plaques (9" x 12") with their name, hometown, and course plainly printed so it can be visible at ten feet. These plaques must be worn the entire week and freshmen are required to get the signatures of one hundred sophomores and three of their teachers.
   g. Freshmen will be required to open the doors for all upperclassmen.
   h. Freshmen must address upperclassmen as sir and ma'am.
   i. Freshmen must recite the following speech to sophomores before they sign their plaques, "may this humble freshmen have the audacity to request that you inscribe your most honorable signature upon this most conspicuous passport, please (sir or ma'am)."
   j. At either 11:30 or 12:30 all freshmen are ordered to report to the sundial to sing the Alma Mater. Check list taken.
   k. Freshman may not use the front door of the main building.

All freshmen students are responsible to all Sophomores from 8:30 A.M. until 3:30 P.M. and the dormitory Freshmen are responsible to the rules set up by the dormitory in regard to initiation after 3:30.

The above mentioned dinks must be purchased at the time of registration for the price of one dollar.

Report of the Chairman of the Graduate Committee 1951-52.

1. Developments and Trends

a. Conferences with Dr. Morrison - -

Following our meeting on June 5, 1951, with Dr. Morrison, there was some correspondence through which a second meeting of Dr. Morrison and the combined administrative council and graduate committee was arranged. This meeting was held on January 9, 1952. No definite agreements were reached at either of these meetings with Dr. Morrison but they were helpful in clearing up certain problems pertinent to the Master of Arts program at Montclair.

One of the most pressing problems facing us during the past year and still unsolved, is the question of financing the graduate program. Receipts for the past year have not been sufficient to cover costs and there is danger that the program will have to be curtailed beyond what has been done in the year just past. This would seem to provide no solution since we must build up the program and add students if we are to increase income.

Dr. Morrison has very definitely stated that there can be no support for the graduate program by the State unless graduate teaching is made a part of the regular teaching load. This has been done to date to a minimum extent, but may be extended if staff time is available in the future. It would seem that staff time is likely to be found only in case the undergraduate enrollment is reduced. This is a decision which must rest with the Administration.

Several items of importance on the problem of financing our program were emphasized in conference with Dr. Morrison, among which were:

(1) During 1950-51, the cost to the graduate division of credit memoranda to supervising teachers was $4500. It was pointed out that this ought to be a charge on the undergraduate budget rather than the graduate budget.

(2) It was suggested that the cost of maintaining the registrar's office during the summer when the personnel is involved largely in work related to the undergraduate division should not be charged to the graduate division but be carried in the regular budget.

(3) It was suggested that a matriculation fee be instituted and possibly a graduation fee, and it has been suggested that our registration fee, particularly late registration fee, should be increased.

(4) Attention was also called to the fact that a graduate load ought to be somewhat more heavily weighted than the undergraduate load. This would mean a reduction in hours to make a full load for any teacher carrying graduate work as a part of his regular teaching load.

Another question discussed in our meetings with Dr. Morrison has been that of a requirement of attendance at summer session or in the regular col-

lege year. It seems that the graduate programs now established at Newark, Trenton and Glassboro, stipulate that the student must attend two summer sessions or one full semester as a resident student while completing requirements for the master's degree. Our graduate committee has discussed this matter at considerable length and has agreed that all master's candidates must attend one summer session or one semester. Many of us have been inclined to question Dr. Morrison's assumption that students do a better quality of work in a summer session than in the part-time arrangement of the regular year. It appears to be the consensus of our committee that better work is done in the regular year. Thus far, no statement about a requirement of summer session attendance has been published and, when published, it cannot be made retroactive.

A third question that has been given much consideration is that of moving away from our present two semester hour offerings and providing for larger blocks of work as a part of the program for the master's degree. Dr. Morrison has stressed the seminar and the practicum and has proposed requirements of a five semester hour seminar in Human Growth and Development, a five semester hour seminar in Research and Thesis Writing, and a six semester hour Practicum. This has been proposed as a common core of work for those who wish the master's degree in secondary school teaching.

There is general agreement that it would be well to have some larger units of work but the practical difficulties involved in such a program, if we are to continue to carry our graduate work on its present financial basis, seem to loom large. After some informal discussion, it has been agreed, in our latest administrative council meeting, to try out for one year an experimental plan of combining Integration 503 and a seminar which should jointly run through the year. This limited group would be one in which all would have previously taken the course Mathematics 400, Educational Statistics.

Montclair offers at the present time several opportunities for more extensive blocks of work at the graduate level. Among these are:

(1) Courses in China Institute
(2) The United Nations Institute
(3) Field Studies Courses
(4) Practicum in Camping and Conservation at Stokes Forest
(5) Certain Science Department courses.

The reaction to the thesis as a requirement has not been a favorable one here, largely because of the numbers of students now working toward the Master's degree and limitations on staff time. Arguments on this can be found in the attached Exhibit A. This exhibit summarizes the conclusions of our graduate committee and the administrative council in discussions with Dr. Morrison.

b. Evaluation of the Advanced Professional Program - -

Most of the meetings of the graduate committee during the second semester have been concerned with the completion of standards set up by the A.A.C.T.E. for the evaluation of our master's degree program at Montclair.

Work has progressed on these standards to the point that the final report is now in process of compilation and should be completed by October 1, 1952.

c. Other Items which have been proposed for consideration:

(1) A third Integration major.
This has been under consideration for some time by the graduate committee. This year, Dr. Fraser has devoted some attention to it in meetings of the Integration Department. He has now worked out a tentative draft of a curriculum for this major. It is designed to meet the needs of students whose undergraduate majors do not qualify them for any of our subject-matter areas and who do not wish to specialize in either of the divisions now available in the Integration Department.

(2) Dr. W. Scott Smith has proposed that we give some thought to the preparation of teachers for the core curriculum. This should probably be studied jointly by the graduate committee and the undergraduate curriculum committee.

(3) Dr. McEachern has been planning for a graduate curriculum in the field of music. This has been held at the planning stage up to this time due to limitations, chief among which is the problem of financing our present graduate program. It is our hope that a curriculum may be developed in this area at Montclair.

2. Special Features and Accomplishments

a. Requests for a second master's degree at Montclair by students who have already been granted the Master of Arts degree here. There were several such requests early in this year. It became clear that most of them were from men who had completed work for the Master of Arts in one field of specialization and, having some G. I. allowances available, wanted to go on with another program with approval of the Veterans Administration. It was pointed out to them that Montclair grants the Master of Arts degree but once, but that there is no bar to taking further work in a new area of specialization. Requests of this kind have been worked out to the joint satisfaction of the student and the Veterans Administration.

b. Special courses, Institutes, Workshops, Field courses.
(1) China Institute has now completed its ninth year with a program somewhat more extensive than any undertaken hitherto. Officers and staff are to be congratulated on the success achieved.
(2) The United Nations Institute, in its second summer under the direction of Mrs. Elvira Fradkin and Walter E. Kops, has done a notable job in bringing to teachers in service and to lay people in the State, the role of the United Nations in World affairs and, especially, its importance in United States foreign policy.
(3) The Citizenship Workshop has carried through an important second-year program under the direction of Dr. Clayton.
(4) The Field Studies courses are, to judge by the appeal which they have to teachers-in-service, filling a great need in our graduate program. Professor Bye has given a major service to the college in his years of devotion to development of this program.

such his proposal to have absorbed in the Soviet Zone the Czech people. It was in process of consideration and should be concluded by October 1, 1951.

c. Other items which need prepared for consideration:

(1) Joint Telegraphic Code.

This has been under consideration for some time by the Czechoslovak authorities. Prague has demanded some alteration to it in deference to the Czechoslovak Government. In the new version and a separate copy of a supplemental for this nature. It is designed to meet the needs of a circuit where authorities require an key quality that for any of our diplomatic posts but who do not wish to subscribe to allowing of the diversion now available in the Telegraphic Department.

(2) Dr. V. Smail which has proposed that it give some thought to the question of lending for the same resolution. This should probably be handled jointly in the Consular Committee and the administrative restriction committee.

(3) Dr. Schwarzer has been recently for a complete evaluation in the field of music. This has been left in the admiring stage as to any plan for its institution, which among which is the problem of financing the proposed program. It is not more than a recommendation may be developed in this area as necessary.

f. Consular Problems and Accomplishments

a. Consular for a normal consular service of Czechoslovakia which been already been granted the status of this Soviet Zone. Prague has accepted such requests only to this year. It seems clear that most of that time they was not satisfied with the status of this is the field of operations and, indeed some is. Although everything, perhaps as to be with Soviet relations with consular of the Western Ambassadors. It was indeed was to have been probably which the status of this Soviet Zone but that there is no lower in better position with it a new area of consultation. Towards of this area have been which are to the joint authorities of the product and the Western Ambassadors.

b. Consular courses, Instructions, Personnel, Field Inspections.

(1) Consular Instructions has not concluded the which that when a proposal consular some authorities have our authorities Prague. Instructions and which are to be approximately on the consular authorities.

(2) The Joint Authorities Instructions, on the second proposal which the direction of this Soviet Prague has indicated. Among the when a consular is required to Prague to authorities and as the people in the which, the role of the Joint Authorities is which which which, accordingly, its inspections is joint which Soviet Zone.

(3) The Ambassadors Consular and Joint Consular in Prague authorities proposal which under the direction of the Charges.

(4) The joint Prague consular area, to Prague for the which which they were to authorities. Giving a great need to our consular personnel. Indicate the and proposal a joint direction of the Joint to the which of Prague which is described of this consular.

(5) Camping and Conservation courses in Stokes Forest. These courses are, without question, filling a need in our program of graduate instruction.

With respect to all of the above offerings, it may be said that the graduate committee should be regularly informed of new plans and developments.

c. Statistical materials.

(1) Master of Arts degrees granted in 1952:

June	63
August	58
Total	121

(2) Newly matriculated students from September 1951 to August 1952

114

(3) Students now matriculated (by department)

Administration and Supervision	152
Business Education	49
English	90
Language	1
Mathematics	40
Personnel and Guidance	94
Science	52
Social Studies	123
Total	601

(4) Number of candidates whose applications are pending (by department)

Administration and Supervision	43
Business Education	20
English	17
Mathematics	8
Personnel and Guidance	33
Science	21
Social Studies	19
Total	161

A check has been made in each semester in an effort to see that candidates do not exceed the maximum of eight semester hours of work before matriculation. Our pending file has been completely checked during the summer session of 1952.

(5) Colleges from which graduate students now matriculated received the bachelor's degree with the number of students from each:

A & T College, Greensboro, N.C.	1
Barnard College	4
Bennett College	1
Bloomfield College	3
Boston University	3
Brown University	1
Bucknell University	1
Catholic University	1
Cedar Crest College	1
Colby College	3
Colgate University	1
College of St. Elizabeth	10
College of the City of New York	1
Columbia College	1
Cornell University	2
Dana College of the University of Newark	1
Dickinson College	1
Drew University	9
Duke University	3
East Stroudsburg State Teachers College	4
Eastern Kentucky State Teachers College	1
Fairleigh Dickinson College	1
Fordham University	1
Franklin and Marshall College	3
Georgetown University	2
Georgian Court College	1
Goucher College	1
Grove City College	1
Guilford College	1
Hampton Institute	1
Holy Cross College	1
Hood College	1
Hope College	1
Howard University	1
Lafayette College	3
Lehigh University	1
Limestone College	1
Muhlenberg College	5
Muskingum College	1
New Jersey College for Women	5
New York University	19
Notre Dame University	1
Oberlin College	2
Ohio State University	1
Ohio Wesleyan University	1
Ouachita College	1
Panzer College	6
Pennsylvania State College	2
Pratt Institute	1
Rider College	9
Rutgers University	23
St. Bonaventure University	1
St. John's University	1

St. Lawrence University	2
St. Peter's College	5
Seton Hall University	12
Springfield College	3
State Teachers College at Glassboro	1
State Teachers College at Jersey City	5
State Teachers College at Montclair	311
State Teachers College at Newark	16
State Teachers College at Paterson	38
State Teachers College at Trenton	5
State Teachers College at West Chester	1
Swarthmore College	1
Syracuse University	4
Teachers College, Columbia University	2
Texas A & M College	1
Tufts College	1
Tusculum College	2
University of Alabama	1
University of Florida	1
University of Illinois	1
University of Maine	1
University of Michigan	1
University of North Carolina	1
University of Pennsylvania	2
University of Wisconsin	1
Upsala College	11
Vassar College	3
Washington and Lee University	1
Wesleyan University, Connecticut	2
Wheaton College	2
Woman's College of the University of North Carolina	1
Xavier University	1

3. Needs and Recommendations

a. Policy

(1) The chairman of the graduate committee should endorse all undergraduate applications to take courses for graduate credit.

(2) Dr. Partridge recommended, May 27, 1952, that we should move to have included in our graduate bulletin a statement requiring candidates for the master's degree to spend at least one summer on the campus.

(3) Senior registrations for graduate credit in post-student teaching courses should have a more definite time restriction. Miss Favor has found that they tend to delay their registrations for some days after their return from student teaching in the spring and this creates special difficulties for her in registration and record keeping.

(4) The question of financing a part-time course which has a majority of undergraduate students has been raised by Miss Favor.

(5) The question of thesis and seminar courses will need further consideration in the coming year.

(6) Should we limit to eight semester hours the 400 level course work to apply on the Master of Arts degree?

(7) No student from a non-accredited college should be permitted to enroll as a graduate student until he completes the requirements for a standard bachelor's degree from an accredited college.

(8) It would be well not to accept any work in the part-time division done for teacher-certification for credit toward the Master of Arts degree. All of our own graduates as well as the graduates of other New Jersey State Teachers Colleges must be certified upon receipt of the bachelor's degree.

(9) Montclair has been generous with respect to the student load which a fully employed teacher may be allowed to carry in any one semester. Our policy in this respect may need to be studied further than it has been to date. Of 54 colleges and schools reporting load limits, only 6 allowed more than 6 semester-hours of credit per semester. Only 2 of 27 State Universities reported a limit above 6 semester-hours per semester. Only 3 of 12 State Teachers Colleges reported a limit of more than 6 semester-hours. The information given here comes from a study reported by V.A. Hines and A.R. Mead in Bulletin No. 57, Bureau of Educational Research, College of Education, University of Florida, February, 1948.

(10) The Graduate Committee agreed (12-13-51) that each graduate student be required to take Educational Statistics or its equivalent, Integration 503 (in revised plan), followed by a research course in his own department.

(11) The Graduate Record Examination or something comparable to it may be needed as an item of selection of candidates for the Master of Arts degree. Illinois Normal University now requires the G.R.E. of students during the first session or semester in which they are registered for graduate work. Bowling Green State University, Bowling Green, Ohio, requires it. Montclair ought to lead the field in this sort of thing and not wait to be dragged along.

B. Recommendations

1. Pay for the training teachers of our seniors should not be a charge on our graduate budget as it is now.

2. A graduate matriculation fee should be reinstated and collected.

3. The salary of the registrar for July and August should be shifted to the regular budget and not be a charge against the graduate program.

4. Requirements for the Master of Arts degree in each department should be clearly indicated in the graduate bulletin in somewhat the same way in which Business Education has its course requirements listed on page 16 of the latest graduate bulletin.

5. Prerequisites need to be more carefully worked out and more clearly stated than they are at present in our graduate bulletin.

6. Larger blocks of work at the graduate level are thought to be very desirable.

7. There is a pressing need for a third major in Integration.

8. Undergraduate professional courses in education are essential to high quality work at the graduate professional level.

C. Needs

1. To work out more detail about admissions and admission procedures in the graduate division.

2. To reach a final decision as to residence requirements for graduate students.

3. Follow-up studies of our graduate students after they have achieved the Master of Arts degree at Montclair.

4. To keep constantly before us the need to revise and modify our curricular offerings.

5. A bit more generous time allowance for the Chairman of the Graduate Committee. The size of our student group in the Graduate Division now warrants a good deal of attention to the special problems which they present.

Respectfully submitted,

Otis C. Ingebritsen

Otis C. Ingebritsen,
Chairman, Graduate Committee.

4. Subcontractors professional services to consultant are essential to high quality work in the Jordan professional level.

5. Have

1. To seek out and insert local educational and activation institutions in the planning activities.

2. To seek a third institution as to creditness requirements for graduate students.

3. Difficulty studies of our graduate students after they have entered the degree of high degree at Jordanian.

4. To keep consultancy volume in the need to involve and modify our curriculum activities.

5. A lot more preserve time efforts in the Jordanian or the Jordanian Institutions. The role of the Jordan group in the Jordanian activities and activities a good deal of effectiveness in the special problems which they experience.

Respectfully submitted,

[illegible]
[illegible]
[illegible]

Exhibit A

Some reactions to Dr. Morrison's suggestions about our graduate program.

The graduate program at Montclair is a product of growth over a period of twenty years. It has expanded and been modified in various ways as a consequence of the varied needs of students enrolled in it. It is noteworthy now in terms of the possibilities afforded to students whose backgrounds and interests are different and whose goals are diverse. Montclair offers qualified students an opportunity to choose one of seven major areas of study leading toward the Master of Arts degree and requires only a minimal common core outside the field of specialization.

Under our present program it is possible, within the eight semester hours of electives available to every student, to tailor a program which will enrich the student's experience in the major area or in related subject-matter. It is also possible to prescribe additional work in the field of professional education for those who may wish it or give evidence of need for it.

The Conference on Advanced Professional Programs held at Indiana University in August 1951, under the auspices of the A.A.C.T.E. cautioned against too rigid a prescription for the Master's degree program at this time. At Montclair, the graduate committee and the Administrative Council have given considerable attention to a re-thinking and re-evaluation of our graduate offerings in recent years. It is our feeling that no drastic revision of our present program should be made without most careful study and experimental try-out of any proposed modifications. No doubt our program needs some revision, but we feel that it has many strong features which ought to be preserved without any major change.

I. Standards of instruction and requirements for the M.A. degree.

A. We believe that standards of instruction and requirements for the M.A. degree have been held high at Montclair. An examination of our bulletins shows that standards required for graduation have been considerably increased since 1935.
   1. Candidates, in the earlier days, were required to have a minimum of ten semester hours in the major field of interest while today, we require a minimum of eighteen semester hours. Our present requirement is fairly close to the policy of the Association of American Universities.
   2. In the mid-thirties, students who needed certification were granted four semester hours of credit for student teaching. We now give no credit for student teaching although it is required of students who are not certified before undertaking graduate work.
   3. Teachers seeking easy degrees are not coming to Montclair. They get less credit per unit of time spent at Montclair than at most nearby colleges since two semester-hours of credit are given here for the same course work which carries three semester-hours of credit elsewhere.

B. We doubt that the extra load of graduate instruction would be likely to lower the efficiency of undergraduate instruction.
   1. The suggestion that it might do so seems a very new note to those of us who have worked in both programs for the past twenty years.
   2. It is highly probable that, if the graduate work were made a part of the regular teaching load, the professor might take on additional work outside the College for compensation. Such work might include, among other things:
      a. Consultative and advisory services
      b. Research and writing to add to his income
      c. Teaching in another institution. This is now done because Montclair has faculty members whose qualifications are such that other nearby institutions find them very desirable.

3. It has seemed to many of us that graduate instruction really improves our effectiveness in undergraduate instruction because our graduate students bring us close to the problems encountered in the fields of teaching and administration. They save us from ivory-tower tendencies.

II. Seminars. The term seminar implies that a small group of students are engaged in intensive study under the direction of an instructor highly qualified for that type of work. No one could question the values of a seminar course for students who are properly qualified for it. It is essential, if we are to have seminars and if they are to be worthy of that title, that students who come to them will have had sound course work in the background and specialization necessary to them. Definite prerequisites should be established for all seminar courses.

A. Seminar in child growth and development.
One could hardly question the value of a seminar in child and/or adolescent development for students who have had foundational courses and experience in teaching. We believe that a course of this kind would be most effective under the following conditions:
1. That it be set up for teachers-in-service during the regular year.
2. Meetings of the class could then be held on Saturday for two or four-hour periods.
3. The regular year is suggested because only in that way would each member of the class have a continuing and close relationship to a group of children or adolescents.
4. Credit allowance might be made flexible within the limits of 4 to 6 hours.
5. There should be provision for consultation from time to time with expert leadership in the field of child development.
6. A course of this kind should have a preliminary trial with definite limitations on the number of students to be admitted and with careful appraisal of the qualifications of the students.

B. Seminar in thesis research and writing.

1. Comments favoring this:
   a. Such a study should offer a student time for reading and assimilation of materials in a special field which a brief survey-type of course does not afford.
   b. A thesis seminar should give each student an opportunity to do a paper of some length and of such character that it might be worthy of publication.
   c. The student should receive much benefit from critical appraisal of his work in a seminar group.

2. Reservations about the thesis as a requirement.

   a. Montclair has presented the thesis as an option for its graduate students during the major portion of time in which it has offered a graduate program. The thesis was a requirement for teachers college graduates in 1935-36 but it was not then a requirement for graduates of non-professional schools. The graduates of the latter type of schools were, at that time, [illegible] four semester-hours of credit for student teaching and were not required to write a thesis. Since 1936 the thesis has been an option.

b. Montclair has long been accustomed to a four semester-hour credit for the thesis and it would seem wise to continue that amount of credit for those who choose the thesis.
c. Since we now graduate one hundred or more students annually with the Master's degree, it is not clear how a thesis requirement could be implemented in terms of staff time for such a responsibility. To be effective, a seminar in thesis research and writing ought not to include more than four to six students for any one staff member in the course of a full year. Those of us who have worked with thesis candidates know that this would constitute a good load.
d. In our experience, no student has been able to work through and complete a thesis in less than a year and so it would seem that the summer session is not the best time for such a course.
e. A director of theses should, in most cases, be a faculty member holding the doctorate in the student's field of specialization.
f. Relatively few colleges now appear to require the thesis for the Master's degree.

3. The following excerpts of recent studies and conference reports furnish evidence on the status of the thesis for Master's degree candidates.

a. A study of 29 teacher-education institutions all accredited by the A.A.C.T.E. made by Dr. F.C. Grise, Dean of Western Kentucky State College in 1949, shows that 6 of the 29 colleges reporting stated that the thesis was a requirement.
b. A Conference on Advanced Professional Programs under the auspices of the A.A.C.T.E. held at Indiana University Aug. 26-28, 1951, affords some pertinent information. In discussion group A, dealing with Curriculum and Instruction in the Fifth Year, Dr. V.D. Armentrout of the Colorado State College of Education, in a poll of the group found that "the majority favored the 'no-thesis option' with extra course work and a larger number of hours for the degree. The administrative responsibility of providing enough staff to direct theses and read them was felt by most of the group to be adequate reason for the discontinuance of the thesis as a requirement."
The report of group C states that "While it was agreed that value is derived from the seminar and the written thesis it developed that only a minority of the institutions represented were utilizing these devices."
c. Emerson Shuck of Bowling Green State University reports a study of Practices in Administering the Master's thesis in one Hundred and Seventy-seven American Graduate Schools. His study included all graduate schools which had granted more than twenty-five degrees between 1940 and 1946. Replies to a question about thesis alternatives indicated that about two-thirds of the graduate schools responding to the questionnaire permit or anticipate some kind of alternative to the traditional thesis requirement. As a general rule, the larger the graduate school, the more apt it is to provide some alternative.
d. The Committee on Graduate Work of the Association of American Universities, in a report published in 1945 as a part of the proceedings of the Association, dealt with various aspects of problems related to Master's degree programs.
On the thesis, they make the following observation:
"Depending on the field and type of degree for which he is a candidate, the thesis may represent: A small piece of research, the so-

lution of a complex problem or design, a critical understanding of a sector of knowledge of considerable dimensions, critical appreciation or creative work in literature or one of the arts. In no case need it be a small edition of the thesis for the Ph.D."

III. Financial aspects of the problem

A. On the basis of figures furnished by our business office and analyzed for the graduate committee, it seems that, if the graduate teaching load were to be entirely incorporated into the regular teaching load, it would entail greater expenditure on the part of the State than under the present arrangement.

B. A change of this kind would affect staff members' salaries and retirement:
1. It would mean a cut in salary to many faculty members.
2. It would reduce retirement allowances.

C. Compensation for services in the graduate division
1. Overtime pay has, in the past, been held out as an inducement to faculty members at the time employment was entered.
2. The graduate program at Montclair has never, to anyone's knowledge, been planned primarily to provide extra compensation. On the contrary, staff members have freely given considerable time to it with no prospect of compensation. Among services rendered are the following:
   a. The time now spent in registration which runs to a full day and evening twice a year.
   b. The time spent on thesis advisement and direction for students who do theses.
   c. The time spent in advisement and conferences with students who are candidates for admission.
   d. Time spent on preparation, administration, and evaluation of comprehensive examinations for degree candidates.
   e. Committee work
   f. Several faculty members have taken extra course preparation at considerable personal expense in order to teach a course which it was felt desirable to offer.
3. The graduate program has meant extra compensation for faculty members who carried a full teaching load in addition to part-time work. It is quite reasonable to expect that extra compensation should be given in such circumstances.

IV. Suggestions and recommendations.

A. Subject-matter majors.
1. The present requirement of eighteen semester-hours as a minimum in the subject-matter field seems desirable on the basis of our experiences to date.
2. The thesis, if thesis option is taken by the student, might be counted in the eighteen semester-hour requirement of the major field or be added to that requirement.
3. Subject matter departments should be encouraged to work our appropriate seminar courses in the subject-matter area for properly qualified students if such courses are not now available.
4. The present opportunity in most subject-matter fields for the student to have eight semester-hours of free electives should be continued. A practicum could be chosen here.
5. Subject-matter departments should be encouraged to work out their own

research courses and Int. 503 should be a prerequisite for such courses.

B. Integration department majors.
1. Majors in the Integration department should be required to take a prescribed minimum of work in regular subject-matter departments. It is now possible, but this is not often done, for a student majoring in Integration to avoid any regular subject-matter courses.
2. It would seem wise for all Integration department majors to choose one of the following:
   a. A seminar in human development
   b. A practicum
   c. A thesis
3. There is need for a third major in Integration.

C. Financing and Teacher Loads.
1. The present practice of issuing credit memorandums to supervising teachers places a burden upon the graduate division. During 1950-51, this amounted to $4500. Some other method of compensating these teachers would help to solve the pressing financial problem facing the Graduate Division today.
2. The cost of maintaining the registrar's office during the summer when the personnel is involved largely in work related to the undergraduate division should not be charged to the Graduate Division but be carried in the regular budget.
3. In order to launch new courses or new majors on the graduate level some kind of subsidy would seem to be necessary until the course can be self-supporting.
4. The 1938-40 and the 1940-42 bulletins of the College stated that there was a matriculation fee for graduate students. It was given as $3.00 in the first bulletin named above and as $5.00 in the second one. This apparently was not continued in later bulletins, but it seems that it might be wise to charge students a matriculation fee. It is common practice.
5. Graduate courses, when computed as part of the regular teaching load, should be weighted as 3/2 an undergraduate course.

D. General

1. Practicum courses can be most profitably offered in the summer.
2. Some seminars can well be done in the summer or the regular year.
   a. We now have a seminar in Economics in the Business Education Department, and one in Guidance in the Integration Department which have been offered in the summer session. There is a Social Studies seminar which could be offered in the summer.
   b. Other seminars might be given in the summer session or the regular year.
3. A seminar in human development, to be most effective, should be carried through the whole year and be open only to teachers-in-service.
4. We should avoid a single plan of courses for the Master's degree at Montclair. The program suggested by Dr. Morrison reduces electives to 6 semester hours and leaves no choice other than a practicum.

ANNUAL REPORT OF THE SUMMER, PART-TIME AND EXTENSION DIVISION - JUNE 30, 1952

This year, in addition to the detailed reports of the Summer Session of 1951, the Fall Semester of 1951, and the Spring Semester of 1952, I have made comparison with the corresponding period of the previous fiscal year. All these figures are attached hereto.

Following is a summary of the entire year, compared with the figures of the previous one:

1951 - 1952		1950 - 1951
807	Summer Session Students	874
582	Fall Semester Students	595
607	Spring Semester Students	540
1996	Gross Totals	2009

Thus it will be seen that there was a slight fall for the present fiscal year, which was caused by the lower figures of the summer session. For the academic year, the fall and spring semesters combined show an opposite tendency, however:

1951 - 1952		1950 - 1951
1189	Gross Total for the Academic Year	1135
359	Subtracting duplications	335
830	Net Total for the Academic Year	800

Thus, this year, more students were in attendance and more students remained through the second semester than a year ago.

The lowered attendance in summer seems to have been due to several causes: first, the early date at which the session began; second, the lack of undergraduate courses which might have attracted students from other colleges as well as our own; third, the graduation with the A.M. degree of a large number of Veterans; and, finally, the attraction for men students of opportunities for summer work at good pay.

Two conditions seem to me notable with regard to the past year: the slowness with which the students enroll, and the almost continuous year-round registration of students in the Summer-Part-Time Division.

I have mentioned the former state of affairs in my reports on the individual semesters, showing that it is very difficult to look at the figures for the first day of registration and have any true idea of what the final figure will be. In a letter to Dr. Ingebritsen, I have raised the question as to whether we might find it possible to close registrations earlier for the courses that follow the student-teaching period on the undergraduate level and which are not, properly speaking, graduate courses, but which many students obtain permission to carry for graduate credit. It would seem that anyone doing student-teaching, either a Senior or a Graduate, should be able to decide by the middle of the student-teaching period, if not at its beginning, which post-student-teaching courses he would like to take for graduate credit. As it is, he often fails to make up his mind until a week after the courses are under way, which makes it nearly the end of the semester before the registrations of these students are processed. This works a hardship not only on this office, but on the Business Office also, which seems to me an unnecessary one.

This is, however, a minor matter compared with the registration for the courses for the Summer Session, China Institute, United Nations Institute, Summer Field Trip,

ANNUAL REPORT OF THE BOARDS, PART-TIME AND EXTENSION DIVISION - JULY 31, 1952

This year, in addition to the detailed reports of the Summer Session of 1951, the Fall Semester of 1951, and the Spring Semester of 1952, I have made comparisons with the corresponding period of the previous fiscal year. All these figures are fiscal years.

Following is a summary of the major year, comparing with the figures of the previous year:

1951 - 1952		1950 - 1951
407	Regular Evening Students	374
389	Fall Semester Extension	394
207	Spring Semester Students	344
1003	Gross Totals	1067

Thus it will be seen that there was a slight fall for the present fiscal year, which is caused in the Spring Figures of the former year. For the complete year, the fall and spring semesters combined show an upward tendency, however:

1951 - 1952		1950 - 1951
1189	Gross Total for the Academic Year	1139
389	Subtracting duplications	394
1189	Net Total for the Academic Year	1139

Thus, this year, more students were in attendance and more students received credit for the second semester than a year ago.

The Lawrence attendance in Summer Session is less than one is seeing, summer study, the early date, at which the session begins prevent. The lack of intercollegiate contrast which might have attracted students from other colleges as well as our own girls, the competition with the A.M. degree at a later hour, lack of transportation, travel, the attraction for men students of opportunities for summer work at good pay.

The conditions seem to be setting into motion in the past year, the summer with which the students meet, and the summer curriculum involve considerable reduction of students in the Summer-Session division.

I have mentioned the lower ebbs of activity. In my reports on the individual semesters, showing that it is very difficult to look at the figures for the first day of registration and have any true idea of what the final figure will be. In a letter to Mr. Lightfoot, I have pointed the comparison to a letter we might find it possible to show registrations earlier for the courses that follow the semester-starting period in the Lawrence-City Level and which are not, strictly speaking, extension courses, but which many students choose primarily to carry for graduate credit. It would seem that earlier notice, either a letter or a bulletin, should be sent to inform the ability of the student-teaching period, if not at the beginning, after Christmas-Lawrence-Lawrence students to which time to take the graduate credit. In fact, is often found to have by the time which would a week after the courses are under way, while course is merely the end of the semester before the registrations of these students are processed. This works a hardship not only on the students, but on the Business Office also, which seems to be of unnecessary use.

This is, however, a minor matter compared with the registration for the evening and the summer session, these facilities, which follows Institutes, Senior Field Trips,

Driver Education, School of Conservation; Fall Semester, Winter Field Trip; Spring Semester, Spring Field Trip, Post-Student-Teaching courses; all of which together constitute a continuous program of registration, processing of registrations, recording of courses, recording of final marks, and mailing of transcripts that over-lap in time.

I should like to go into detail on this matter because I feel that the time is coming when it will be found necessary to separate the work of the Registrar from that of the Recorder in order to do justice to the students awaiting their final marks for each of these phases of the work of this Division.

When I first undertook the work of Secretary of the Summer - Part-Time Division, we had a five-week, six day per week summer session. We did not begin our fall courses until a week later than we now do, and we closed our spring courses a week earlier, as we met only 15, not 16 times per semester. At that time, there were no Summer, Christmas, and Spring Field Trips; no China Institute (which started with one course and now offers four); no United Nations Institute (which started with one course and now offers two); no summer course in Driver Education following the close of the summer session; and no School of Conservation with its final marks arriving at intervals throughout the summer and in the early fall. Each of these has been added, one at a time, over the years between 1930 and 1951. It used to be possible to enroll all students within the specified time for registration of a semester or summer session, process the registrations, prepare the permanent record cards and the (then) typed transcripts, record the final marks and mail them to the students in time for them to bring them with them next time they enrolled. That is simply impossible today. I could then take my summer vacation with the knowledge that the work was complete to date and no student was fuming over the non-arrival of his marks. That is no longer possible. THERE WAS NOT A SINGLE WEEK IN THE ENTIRE YEAR when such a situation existed, and it was necessary for me simply to walk off and leave the work (I have no Civil Service Assistant) until I could return and resume it.

The registration for the summer of 1951 was carried on as follows:

1. China Institute students began to enroll about the first of April, sending money and forms to the lady who had been engaged to take care of this matter. Students continued to enroll up to and on the opening day of the Institute courses and the registrations were then handed over to me to be processed. This spring a different system was used. Mrs. Church took care of the money and forms, turning them over to me. I handed on the money to Mr. Siegel and sent the Class Admission Card to each student. I furnished Mr. Siegel with a complete list of these enrollees.

2. In the summer of 1951, the registration of the United Nations course was handled by Mr. Kops on the day the course began and the papers were handed to me the following day. This spring, Mr. Kops has been handling the registration for these two courses by mail and will hand me the forms and obtain the Class Admission Cards after the courses begin.

3. Some students enrolled for Driver Education on the regular registration day. Most of them waited to enroll the day the course began, which was after the regular summer se sion had closed, so that it was necessary for me to stop recording final marks in order to process these registrations. I could not send out these final marks until my return from vacation. I made a list for Mr. Siegel before I went.

4. While registration for the Field Trip is handled in Mr. Bye's office, the forms did not come to me until after the trip had begun, to avoid the inevitable last minute changes. This course in 1951 followed the close of the regular summer session, as did Driver Education. Again it was necessary for me to furnish Mr. Siegel with the Student Registration Roll for Tuition immediately, another interruption to the recording of the final marks of the summer session students. The final marks for this course do not come in until the first of December; a very busy time for me, as I am then working on the Summer Bulletin, but I have to stop that work and send out these marks.

[illegible] Council of Commissioners. This Committee, which [illegible] Executive Committee, [illegible] Final Step, Post-Graduate/Training courses, all of which [illegible] a comprehensive scheme of registration, [illegible] of registration, [illegible] of students, [illegible] of Final Works, and [illegible] of Demonstrators [illegible] in [illegible].

I should like to [illegible] on this [illegible] because I feel that the time is [illegible] when it will be [illegible] to appoint the work of the Registrar from that of the Secretary in order to [illegible] to the students [illegible] Final Work for each of three [illegible] of the work of this Division.

When I first undertook the work of Secretary of the Council - Part-Time Division, as [illegible] a five-week, six day per week summer session. We did not begin our fall courses until a week later than we had, and we closed our spring courses a week earlier, so we had only 13, not 15 weeks per semester. At that time, there was no Summer, Individual, and Evening Final Studies or Clinic Institute (which started with one course and now offers four); no Dental Hygiene Institute (which started with one course but now offers two); no Medical Courses by Senior Examination (which started with the study of the Medical Council of Canada-Examination which for Final Work preceding at intermediate Undergraduate and in the Medical Field. Each of these has been added, one at a time, over the years between 1939 and 1941. It used to be possible to enroll all students attending the Institute for Postgraduate Work in a Tuesday or Thursday evening, process the registrations, process the prerequisite [illegible] and the (then) Dental Hygienists, report the final marks and mail them to the students in time for them to bring them with them that Wednesday morning. This is simply impossible today. I could even take on another session with the knowledge that the work was complete to date and be assured was Friday when the [illegible] of the course. That is no longer possible. There has not yet I think been in the office that when such a situation related, and it was necessary for me simply to work off and leave the work (I have no Civil Service Assistant) until I could return and resume it.

The registrations for the Summer of 1941 was carried on as follows:

1. Clinic Institute students began to enroll about the first of April, sending money and forms to the lady who had been assigned to this duty of this office. Students were allowed to enroll up to and on the opening day of the Institute without the regular Institute were then invited prior to or to be processed. This saving a difference. [illegible] very good. Yes, there were some of the people and fees, sending them over to me. I based on the money to Dr. Flagel and send the clinic Institute fees to said student. I forwarded Dr. Flagel with a complete list of these students.

2. In the Summer of 1941, the registration of the Medical Science course was carried by Dr. Ross as the [illegible] for the course began and the course room booked to me the following day. This [illegible] Dr. Ross has been handling the registration for these two courses by mail and will [illegible] the fees and obtain the final application form after the course begin.

3. Post graduate enrollment for Senior Examination on the regular registration day. Many of them waited to enroll the day the course began, which was after the regular Summer session had closed, so that it was necessary for me to keep recording final marks in order to process these registrations. I could not send out these final marks until my return from vacation. I made a list for Dr. Flagel before I went.

4. Clinic registrations for the Final Year is handled in Dr. Lyle's office. The forms in all cases to be mailed after the lady had begun, so again the registration last year. [illegible] Summer. This course in 1941 followed the usual or the regular summer session [illegible] in the Senior Examination. Again it was necessary for me to register Dr. Flagel with the Student Registration Fee in Dentist Institute, another [illegible] in the [illegible] of the Final Work of the Summer Session students. The Final Work for this course is not made in until the first of September a year from the [illegible] as I am then working on the Summer Dentists, but I have to [illegible] have done.

5. Registration and processing of registrations for the School of Conservation was handled up there, but, since many of those who desired credit at this College were not already enrolled here, it was necessary for me to procure from Mr. Ambry all information concerning each student and make up the permanent record card for him before the course taken at Wapalanne could be recorded and the final mark affixed.

When it is realized that many of these summer session students enrolled as many as three separate times, and usually made no mention of a previous or an expected additional enrollment, it will be understood that it was often impossible to avoid sending more than one transcript to the same student and that the permanent record card had to be handled three separate times. I have some hope that, with the courses of the China Institute coming under Mr. Siegel's supervision, so that a list of those students also is sent to him, some of this difficulty will be avoided. I have requested Mr. Ambry to send me the final marks of as many as possible of the Wapalanne students at the close of the summer, so that they may be handled for all the courses taken by the student with one transcript. Since these courses follow each other all summer long, I found last year that I kept receiving a final mark for the same student time after time, and sent out one transcript after another to him, having no way of knowing that another would follow soon.

Since an extra amount of time is allowed the field trip students in which to complete their assigned written work, the marks for those students came in during the fall semester. This meant a second transcript for some of them also, since they had taken regular summer session courses and received the transcript at the end of them.

Thus it will be seen that the work of processing new registrations and that of recording courses and final marks goes on almost without interruption in this Division of the College. I am constantly having to drop one to attend to the other.

Each time that a new set of registrations comes to my desk, it entails the following:

1. A report to Mr. Siegel which passes over the President's desk.
2. The recording of the names on a class roll which is later typed and sent to the teacher for final marks.
3. The setting-up of a permanent record card for any new students in the course and the recording on all cards already in the files the name of the course being taken.

Each time that a set of final marks comes to my desk, it entails the following:

1. The recording of the final mark on the permanent record card.
2. The photostating of the card.
3. Affixing the date, my signature and the seal of the College to the Transcript.
4. Checking the report card against the Transcript before putting both into the student's envelope for mailing.

While I am in entire sympathy with the efforts of the College to extend its offerings throughout the year, and while I also realize that there are valid reasons for registering some of these courses at different times than on the days provided for registration, it is my definite conclusion that the only way in which the work can now be carried on is by separating completely the two functions. I should like to suggest, therefore, that upon the conclusion of my tenure of office, the work I have been doing be so divided.

[illegible]

[illegible]

[illegible]

This would mean that the College Registrar would then have supervision of the registration of all students in all courses, while a Recorder of the Faculty would have charge of the recording of all courses, final marks, of transcripts sent at the close of the semester and of transcripts sent in response to request at other times, for undergraduate and graduate students alike.

The office of the Recorder should be a quiet place, cut off from telephone or other interruption. It should be staffed with sufficient civil service employees under the supervision of the Recorder to permit the work to be carried on without the use of student helpers, who should not, after all, have opportunity to peruse the records of other students - in particular students who may have been the high school teachers of the student helpers, as is often now the case. At such times as one office or the other was especially busy, it would then be possible to shift these civil service workers between the office of the Registrar and the office of the Recorder. Vacation periods for the Registrar and the Recorder need no longer occur at the same time as is now the case. It would not be necessary for the Recorder to leave marks unrecorded while she snatched a brief vacation in order to return in time to enroll new students in new courses. Students need their final marks promptly in this Division, because so often new positions or salary increments are dependent upon the transcript of work just completed.

Leaving this suggestion for further consideration by the Administration, I want to mention another tendency that is of interest to me; that of inc uding in our summer bulletin many of the courses being offered by other of the Teachers colleges of New Jersey. At one time, in 1930 and in 1931 to be exact, all courses offered in any one summer by the State, whether at Montclair, at Glassboro, at Newton, or at Ocean City, were included in one bulletin, published in Trenton and distributed from there to the schools and school officials of New Jersey. A supply was sent also to each of the colleges concerned to use for its own mailing list of interested students. Now that the expense of preparing and mailing the summer bulletin has become so great, and, at the same time, this desire is in evidence to advertise all courses to all students, I am wondering whether it might be well to consider a return to the procedure used in 1930 and 1931. In so doing, each school principal, school librarian, and school counselor would receive one complete bulletin and would be able to give complete advice to an inquiring teacher.

We now have a mailing list that includes school officials of the state, the colleges, and the schools, public and private, of New Jersey; as well as the A.M. matriculants, the Seniors just graduated, and a long list of previous students still interested in courses at Montclair. In order that we might be prepared to address envelopes and carry on our mailing with less waste of postage due to incorrect addresses, a revision of Addressograph plates was made during the fall of 1951. This was done under the supervision of Mr. Jackson, with the cooperation of Mrs. Koons, and with the help of a student helper from my office. We now have a complete file of Addressograph plates, with corresponding boxes of cards that constitute an index to the plates. When a bulletin is returned that could not be delivered by the postoffice, an effort is made to find the correct address and change the plate accordingly, together with the in ex card. If this is impossible, then both the index card and the corresponding plate are pulled and discarded, in order that no further bulletins shall be mailed to the incorrect address. Mrs. Koons' understanding of this work and her cooperation in it have been most pleasant and helpful to me. Since it takes only a few hours to run off envelopes for all these plates, once the incorrect ones have been pulled or corrected, it has become possible to prepare the mailing list in a comparatively short time.

This Division, at the behest of Mr. Jackson, now makes use of IBM cards both for its schedule cards and for its class admission cards. I am not entirely pleased,

This would mean that the College Catalogue would then have supervision of the registrations of all students in all courses, with a reminder of the Society would have charge of the recording of all courses, final grade, of necessarily most of the class of the semester and of transcripts sent in response to requests of other times, for undergraduate and graduate students alike.

The office of the recorder should be a quiet place, not off from buildings or other interruptions. It should be staffed with sufficient civil service employees under the supervision of the Recorder to permit the work to be carried on without the use of student helpers, who should not, after all, have opportunity to peruse the records of other students - in particular students who may have been the bitter school mates of the student helpers, as it often has been the case. It much times as the office or the other has especially been, it would that is possible to hire those civil service workers between the office of the Registrar and the office of the Recorder. Therefore provide for the Registrar and the Recorder need to locate odney at the same time or in one the case. It would not be necessary for the recorder to have access directly with the students in the office to order to return to them to merit the students in the courses. Students need their final notice directly in this fashion, because no office has possibility of fully interpreting the requirement of work just completed.

Leaving this suggestion for further consideration to the Administration, I wish to mention another testimony that is of interest to me: that of the office in the summer building each of the courses being offered by order of the Trustees colleges of the College. . . In one time, in 1930 and in 1931 in the court, all courses offered in any one member in the State, whether or Montclair, at Glassboro, at Newark, or at Upsala College, were included in one bulletin, published in January and distributed from there to the schools and school officials of the Jersey. A copy was sent also to each of the colleges concerned to use for the own mailing list of interested students. Now that the expense of preparing and mailing the summer bulletin has become so great, and, at the same time, this letter is in reference to attention all courses in all students, I am wondering whether it might be well to consider a re-form to the preceding need in 1930 and 1931. In so doing, most school principal, school librarian, and school counselor would receive one complete bulletin and would be able to give complete advice to an inquiring teacher.

In our have a mailing list that includes school officials of the State, the colleges, and the schools, public and private, of the Jersey, as well in the A.M. institutions, the Senior just graduated, and a long list of previous students still interested in courses at Montclair. In order that we might be prepared to answer questions and carry on our mailing with less waste of postage due to incorrect addresses, a revision of Alumnae system was made during the fall of 1931. This was done under the supervision of Mr. Jackson, with the cooperation of Mrs. Toms, and with the help of a student helper from my office. In the file a complete file of alumnae cards, with corresponding boxes of cards that constitute an index to the plates. When a bulletin is returned that could not be delivered by the postmaster, an effort is made to find the correct address and change the plate accordingly, together with the index card. If this is impossible, the index the index card and the corresponding plate are pulled out therefore, in order that no further bulletins shall be mailed to the incorrect address. This, however, unfortunately, if this work and the correction in it have been most pleasant and helpful to me. Since it takes only a few hours to run off stencils for all these plates, once the Institution does have been pulled or corrected, it is a simple matter to prepare the mailing list in a comparatively short time.

This division, at the behest of Dr. Jackson, put some work of PWA funds into the mimeograph work and for its class schedule cards. I am not definitely informed.

however, with them. My chief objection lies in the fact that the appearance of the Schedule card so closely resembles that of the Class Admission Card that many students in this Division think they already hold a Class Admission Card and try to present the Schedule card to the class teacher as an Admission Card. My other objection is that, having been made from the same plates as those of the undergraduate student, the class admission card for the graduate student in a daytime course and also the schedule cards for those courses contain blanks that cannot be filled in by a graduate student and simply tend to confuse him. The great advantage of the IBM card for the regular undergraduate student is that it can be prepared for him in advance of his coming and quickly released to him, carrying his name and other data already imprinted on the card. Through the holes in the card that correspond, the cards can then be alphabetically arranged by the machine in the office. As we do not know who will come to enroll for graduate work in advance of his arrival, this advantage is lost in the graduate division. They can be counted by the machine, but cannot be alphabetized by it. When the present supply of cards has been used, I think consideration should be given to such changes as will help to reduce the confusion of the graduate student in filling in our schedule cards.

Another source of confusion on the part of the student is the lack of some of the course descriptions in the matter of prerequisites. A student coming to us from another college cannot tell that he is unprepared to take a particular course, nor can a department head always be of help to him if the college bulletin is not sufficiently specific in this regard. Students usually chafe at being asked to obtain the signature of even one adviser. I dislike seeming to impugn the good judgement of the adviser who has signed the registration form by asking the student to return for an additional signature, and the student is averse to doing so. It happens sometimes that, in the hurry of the registration hours, all that the second adviser does is affix his initials, depending upon the first adviser's knowledge of the requirements. It should be possible for student and adviser alike to determine, simply by reference to the course description in the graduate bulletin, whether a given student will be able to carry the work of a given course. Such is not always the case at present, as is evidenced by the return of students to request permission to drop courses which they have found beyond their capabilities. I hope that before a new Graduate Bulletin is printed, all possible prerequisites will have been included in the descriptions.

On the whole, the past year has been one which has been satisfactory to student and professor alike. I am frequently so informed by individual faculty members and by individual students. I know of no reason why the future should not hold good things in store for the Graduate Division.

Respectfully submitted,

Elizabeth S. Favor

Elizabeth S. Favor
Assistant in Graduate Personnel

GRADUATE DIVISION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF	Summer 1951		with	Summer 1950	
INDIVIDUAL STUDENTS					
Total Number Individual Students Enrolled	829			874	
On MONTCLAIR COLLEGE Rolls	602			643	
On China Institute Rolls	96			145	
On the School of Conservation Rolls	131			75	
On Marks Memorial Camp Rolls	---			11	
Total Individual Students on all Rolls	829			874	
Study of the Students on the MONTCLAIR COLLEGE Rolls:					
Veterans (Taking work under the G.I. Bill)	156			240	
Non-Veterans	446	602		403	643
Graduates	465			492	
Senior-Graduates	7			3	
Total taking work for graduate credit	472			495	
Undergraduates	130	602		148	643
NUMBER OF COURSES GIVEN					
By MONTCLAIR COLLEGE	71			77	
By China Institute of New Jersey	3			3	
By the School of Conservation	9			12	
By the Marks Memorial Camp	---			1	
Total number courses given	83			93	
REGISTRATIONS IN THESE COURSES					
In Montclair College Courses:					
Courses of the regular Summer Session	1416			1723	
Two-Weeks Workshop in Citizenship Education	14			---	
Two-Weeks United Nations Institute	68			---	
Field Trip: Continental United States (10 weeks)	---			11	
Post-Summer-Session Field Trip (12 days)	36			34	
Post-Summer-Session course in Driver Education	25			45	
Total in all Montclair College courses	1559			1813	
In courses of the China Institute of New Jersey	96			145	
In Courses of the School of Conservation	152			136	
In the course at Marks Memorial Camp	---			11	
TOTAL OF ALL REGISTRATIONS	1807			2105	
* Av.No. courses (Montclair College) per student	2.5			2.8	
* Av.No. registrations in each Montclair College course	21.9			23.5	
SEMESTER-HOURS LOAD					
Total S.H. load of MONTCLAIR COLLEGE students	3363			3897	
Total S.H. load of China Institute students	288			435	
Total S.H. load of Conservation School students	308			200	
Total S.H. load of Marks Memorial Camp students	---			22	
TOTAL OF ALL SEMESTER-HOURS TAKEN	3959			4554	
* Av. S.H. load per student on the MONTCLAIR Rolls	5.5			6.6	
WEIGHTED SCORE: (Total S.H. divided by 16) (This gives the equivalent of full-time students)	247			284	

*This figure may be compared with that of past summers, before China Institute, the School of Conservation, etc. came under the sponsorship of this College.

Prepared by E.S.Favor, June 2, 1952

FINAL REPORT OF THE SUMMER SESSION OF 1951 GRADUATE DIVISION

The Summer of 1951 was made notable by the inauguration of a two-weeks "Workshop in Citizenship Education," followed by the first "United Nations Institute" which was two weeks in duration also. The China Institute offered three courses, as it had done the previous year, the course in Driver Education was given at the close of the regular Summer Session again; and the "Central Western Region" field trip also followed the Summer Session.

Fifteen of the China Institute students remained to take the United Nations course; one of the China Institute students took an 8:30 course of the regular session simultaneously with the Institute; and two China Institute students went with Mr. Bye on the Field Trip course. Thus, a total of 18 China Institute students took other courses this summer.

Seven of the Summer Session students enrolled in the Field Trip course and eleven Summer Session students remained for the course in Driver Education. Three students in the Workshop remained for the United Nations Institute.

Four of the women students attended courses both at the Montclair campus and at the School of Conservation at the Stokes State Forest.

While it is most interesting to see to what extent attendance at one course leads to further enrollment, it has been necessary carefully to avoid duplications in making up our statistical report of the total number of students enrolled. Yet the total number of students enrolled in any one of the groups is also of interest, and I have tried to show both. I have made the usual complete study of the students enrolled in the courses of the regular Summer Session for comparison with previous and future summers.

There was a fall in both the total number of Graduates, 465, and in the total of undergraduates, 137 from the previous summer, when these figures were 492 and 151, respectively. There were only 76 Montclair undergraduates as compared with 108 in the summer of 1950. The fall in the number of graduates may be accounted for by the graduation of Veterans who had been working toward the A.M. degree and the calling into service of Non-Veterans who might have replaced them. The fall in the number of Montclair undergraduates and undergraduates from other colleges is no doubt due to the fact that we offered very few courses for these students in the summer of 1951.

Presumably, if the new emphasis on the requirement of observations in the College High School in connection with our 401 courses should lead to our never offering a 401 course in summer, the number of undergraduates would be still further depleted. Possibly this will permit us to offer other courses which are often called for, by both graduates and undergraduates lacking prerequisite courses. I have in mind such courses as beginning courses in science, mathematics, social studies - American and European history in particular - English, and our integration field. Students seeking certificates could then take the 401 courses in the fall with our own seniors.

There follows the usual Statistical Report:

INDIVIDUALS WHO ATTENDED COURSES DURING THE SUMMER OF 1951

Men: 331 Women: 498 Total: 829

Further data concerning them is shown on the next page.

Page 2 of the Report of the Graduate Division Summer Session in 1951

The totals shown on the previous page come from the following rolls, with all duplications deleted:

MONTCLAIR ROLLS----------	Men: 292	Women: 310	Total: 602
China Institute Rolls----------	Men: 3	Women: 93	Total: 96
School of Conservation Rolls---------	Men: 36	Women: 95	Total: 131
Totals-------	331	498	829

The MONTCLAIR ROLLS included the following data:

VETERANS

Graduates			Undergraduates		
Men: 136	Women: 5	Total: 141	Men: 12	Women: 3	Total: 15

Total Veterans: 156

NON-VETERANS

Graduates			Undergraduates		
Men: 103	Women: 221	Total: 324	Men: 41	Women: 81	Total: 122

Total Non-Veterans: 446

	MEN	WOMEN	TOTAL
Veterans----------	148	8	156
Non-Veterans-------	144	302	446
Totals	292	310	602
Graduates----------	239	226	465
Undergraduates-----	53	84	137*
Totals	292	310	602

*76 of these were regularly matriculated Montclair undergraduates, 7 of whom were taking work for graduate credit (Senior-Graduates.)

Registrations in Classes

Total Registrations in Classes of the Regular Six-weeks Session:	1416
Two-weeks Workshop in Citizenship Education----------	14
Two-weeks United Nations Institute----------	68
Post-summer-session Field Trip: Central Eastern Region----------	36
Post-summer-session course in Driver Education----------	25
Total in Montclair classes	1559

AVERAGE REGISTRATION PER INDIVIDUAL STUDENT: 2.5

On the following page, enrollments at Montclair are shown by the number of semester-hours taken per student:

Page 3 of the Report of the Graduate Division for the Summer Session of 1951

No.S.H.		Taken By No.Students	Total Semester-Hours
1	X	1	1
2	X	56	112
3	X	95	285
4	X	68	272
5	X	6	30
6	X	169	1014
7	X	24	168
8	X	176	1408
9	X	0	0
10	X	4	40
11	X	3	33
	Totals	602	3363

Average number S.H. taken by students on Montclair Rolls: 5.5

COURSES OF THE SUMMER OF 1951

MONTCLAIR COURSES

Announced in the Summer Bulletin----------	76
Discontinued----------	5
Given----------	71

Average number students enrolled in these courses: 21.9 per class

SUMMARIES INCLUDING OTHER ROLLS

Total Registrations in all MONTCLAIR classes----------	1559
Total Registrations in China Institute classes----------	96
Total Registrations in School of Conservation classes----------	152
GrandTotal of all Registrations----------	1807

Total Number courses given in Montclair Summer Session----------	71
Total Number courses given by China Institute----------	3
Total Number courses given by School of Conservation----------	9
Grand Total of all courses given----------	83

Total Number Semester-Hours Load of Montclair students----------	3363
China Institute (96 students X 3 s.h)----------	288
School of Conservation:	
113 students enrolled for 2 s.h.---236	
6 " " " 4 s.h.--- 24	
4 " " " 6 s.h.--- 24	
1 " " " 8 s.h.--- 8	
1 " " " 10 s.h.--- 10	
1 " " " 6 s.h.--- 6 Total----	308
	3959

By dividing 16, the normal load of a student per college semester, into the total number of semester-hours, gives a weighted score of 247 for the summer.

Prepared by Elizabeth S. Favor
November 21, 1951

GRADUATE DIVISION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF	Fall 1951	with	Fall 1950
INDIVIDUAL STUDENTS			
Number Individual Students Enrolled----------	582		595
Part-Time Students (Fewer than 12 s.h.)------	495		465
Full-Time Students (12 or more s. h.)--------	34		60
Total on-campus students----------	529		525
Extension Students (off-campus)----------	53		70
Totals----	582		595
Veterans (taking work under the G.I. Bill)	116		162
Non-Veterans----------	466		433
Graduates----------	523		536
Senior-Graduates----------	6		9
Total taking work for Graduate Credit	529		545
Undergraduates----------	53		50
COURSES GIVEN			
Part-Time (on campus)----------	33		36
*Daytime----------	53		82
Extension (off-campus)----------	3		2
*The regular undergraduate college courses, including student teaching			
REGISTRATIONS IN THESE COURSES			
In the Part-Time courses----------	964		1035
In the Day-Time courses----------	159		236
In the Extension courses----------	56		75
Total of all registrations	1179		1346
Average number courses taken per student-------	2.02		2.2
Average number registrations in the Part-Time courses----------	29.2		28
Note that this figure is given because it can be compared with data of past years, when no student in the Part-Time Division was admitted to Day-Time classes, except in student teaching.			
SEMESTER-HOURS LOAD			
Total number S.H. taken by all students	2563		2940
Average No. S.H. taken per student	4.4		4.9
** Weighted Score (Total S.H. divided by 16)	160		183

** Equivalent to a full-time student

Prepared by E.S.Favor June 3, 1952

FINAL REPORT FOR THE FALL 1951 SEMESTER: PART-TIME AND EXTENSION DIVISION

NUMBER OF INDIVIDUAL STUDENTS ENROLLED on January 9, 1952----- 582

As an indication of the time it takes to obtain this final figure, please note the enrollment on the following dates:

September 15: 221; September 17: 436; September 24: 487; October 5: 531

The final group to enroll was that for the Christmas Field Trip, for which 25 new students registered, as well as 7 who were already taking courses this semester. Since students withdraw from this course and others take their places from the waiting list up to and including the last day before the start of the trip, it is impossible to make an earlier listing that will be correct.

In view of the time that it takes to obtain the final correct figure for a semester's total enrollment, no one should be discouraged by the figures for the first and second day of registration.

BREAKDOWN OF THE ABOVE FIGURE: Men: 309; Women: 273; Total: 582

Comparison of Veterans and Non-Veterans

Men	111	198	
Women	5	268	
Total Veterans	116	466	Total Non-Veterans

Comparison of Graduates Men with Graduates Women

Veterans	110	5	
Non-Veterans	188	220	
Total Men Graduates----------	298	Total-- 225	Women Graduates
	225		
Total of all Graduates--------	523		

Comparison of Undergraduates Men with Undergraduates Women

Veterans	1	0	
Non-Veterans	10	48	
Total Men Undergraduates-----	11	Total 48	Women Undergraduates
	48		
Total of all Undergraduates	59		

COMBINATION OF GRADUATES WITH UNDERGRADUATES

Men	298	11	Total Men:	309
Women	225	48	Total Women:	273
Totals	523	59*		582

*Of this group of 59 undergraduates in attendance, 4 men and 2 women were Montclair Seniors, permitted to begin their work for graduate credit: "Senior-Graduates."

4 Graduate students, 3 men and 1 woman enrolled this semester for Supervised Student Teaching. (They are included in the so-called daytime registrations.)

There were three courses offered in Extension this fall. They were as follows:

At Sparta: English E466---Speech Development, Improvement, and Re-education Cr: 2 s.h. Taught by Miss Kauffman

At Paterson: Integ. E430---Techniques for Improving Reading Abilities Cr: 2 s.h. Taught by Dr. Mark Karp of Paterson

At Maywood: Soc.St. E492A--Eastern U.S. Cr: 2 s.h. Taught by Mr. Bye

TSF 1/9/52

In English E466 there were 22 students enrolled; 21 women and 1 man. All of these are to be considered as exclusively Extension students, since none of them took any other course this fall.

In Integration E430 there were 19 students enrolled; 17 women and 2 men. Three of the women were enrolled in on-campus courses also, leaving 14 women to be considred as exclusively extension students.

In Social Studies E492A there were 15 students enrolled; 14 women and 1 man. None was taking an on-campus course.

Thus, the total number of registrations in Extension courses was 56.
The total number of students considered to be Extension students was 53, of whom 49 were women and 4 of them were men.

Deducting 53 from the total of 582 leaves a total of Part-Time students: 529

However, of this total of 529 there were 34 students taking a total of 12 or more semester-hours work (see list of S.H.) and these are counted as full-time students, although enrolled in the Part-Time Division. Thus the following table reads:

		Men	Women
Part-Time Students----------	495	277	218
Full-time Students----------	34	28	6
Extension Students----------	53	4	49
Total	582	309	273

Thirty-five men and 25 women, or a total of 60 students were permitted to enroll in courses that meet in the daytime. They entered a total of 53 courses or sections of courses; 159 registrations in all. These are included in the figures above under Part-Time or Full-time students, depending upon how many semester-hours work they were taking.

REGISTRATIONS - Distinguish between this and Total Students.

In the 33 courses of the Part-Time Division----------	964
In the 53 sections of daytime courses----------	159
In the 3 Extension or off-campus courses----------	56
Total registrations in all courses this fall--------	1179

Average number courses taken by each student (1179 divided by 582): 2.02

Average number students enrolled in Part-Time courses only (964 divided by 33), was 29.2; which figure compares with those of the years in which students were not permitted to enter any daytime college course.

No course had to be discontinued this fall due to insufficient enrollment.

SEMESTER-HOURS WORK CARRIED BY THE STUDENTS

The College limits the amount of work which the full-time teacher may take to 6 semester-hours per semester, except by special permission to take 8.
The student who is still working toward his degree or certificate and who is not limited to the above amount takes what seems to him a desirable total, but may not take more than 16 s.h. whout special permission from Dean Huber.
On the following page is shown a table which indicates the amount of work each student carried this fall.

Tabulation of work taken by VETERANS		S.H.	Total S.H.	
	1	1	1	
	22	2	44	
	0	3	0	
	63	4	252	
	0	5	0	
	18	6	108	
	0	7	0	
	4	8	32	
	0	9	0	
	0	10	0	
	0	11	0	
	0	12	0	
	2	13	26	
	0	14	0	
	1	15	15	
	2	16	32	
	3	17	51	
		18		
Total Veterans	116		561	Total Semester-Hours

Average No. S.H. taken by Veteran students: 4.8

Tabulation of Work taken by NON-VETERANS	S.H.	Total S.H.
0	1	0
164	2	328
26	3	78
163	4	652
4	5	20
58	6	348
8	7	56
13	8	104
1	9	9
3	10	30
0	11	0
6	12	72
5	13	65
1	14	14
6	15	90
2	16	32
4	17	68
2	18	36
466		2002

Average number S.H. taken by Non-Veteran students: 4.2

On the following page, the above figures are combined into one table:

COMBINATION OF THE PREVIOUS TABULATIONS OF S.H. WORK TAKEN

Veterans	Non-Veterans	Total Students	S.H.	Total S.H.
1	0	1	1	1
22	164	186	2	372
0	26	26	3	78
63	163	226	4	904
0	4	4	5	20
18	58	76	6	456
0	8	8	7	56
4	13	17	8	136
0	1	1	9	9
0	3	3	10	30
0	0	0	11	0
0	6	6	12	72
2	5	7	13	91
0	1	1	14	14
1	6	7	15	105
2	2	4	16	64
3	4	7	17	119
0	2	2	18	36
116	466	582		2563

Average number s.h. taken by each student (2563 divided by 582): 4.4 s.h.

THE WEIGHTED SCORE, or the equivalent number of FULL-TIME students enrolled in this Division this fall is found by dividing 2563 by 16, the usual load of the full-time student. The result is 160 for the weighted score.

Respectfully submitted, January 9, 1952
by
Elizabeth S. Favor
Assistant in Graduate Personnel

GRADUATE DIVISION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF	SPRING 1952	with SPRING 1951	
INDIVIDUAL STUDENTS			
Number Individual Students Enrolled------	607	540	
Gross Total for Academic Year 1951-52----	1189	1135	for 1950-51
Number who Attended Both Semesters-------	359	335	
Net Total for the Academic Year----------	830	800	
Part-Time Students (Fewer than 12 s.h.hrs)	523	486	
Full-Time Students (12 or more s.h.)-----	30	37	
Total on-campus students----------	553	523	
Extension Students (off-campus)----------	54	17	
Totals	607	540	
Veterans (taking work under the G.I.Bill)	98	170	
Non-Veterans----------	509	370	
Graduates----------	552	504	
Senior-Graduates----------	9	12	
Total taking work for Graduate Credit	561	516	
Undergraduates----------	46	24	
COURSES GIVEN			
Part-Time (on-campus)----------	34	39	
*Day-Time----------	40	45	
Extension (off-campus)----------	3	1	
*The regular undergraduate college courses, including student teaching			
REGISTRATIONS IN THESE COURSES			
Part-Time courses----------	988	998	
Day-Time----------	146	119	
Extension----------	62	20	
Total of all Registrations	1196	1137	
Average number courses taken per student-----	1.9	2.1	
Average number registrations in the Part-Time courses----------	29	25	
Note that this figure is given because it can be compared with data of past years, when no student in the Part-Time Division was admitted to Day-Time classes, except student teaching.			
SEMESTER-HOURS LOAD			
Total number S.H. taken by all students---	2570	2486	
Average No. S.H. taken per student--------	4.2	4.6	
**Weighted Score (Total S.H. divided by 16)-	160	155	

**Equivalent to a full-time student

Prepared May 20, 1952 by Elizabeth S. Favor, Assistant in Graduate Personnel

FINAL REPORT FOR THE SPRING 1952 SEMESTER: PART-TIME AND EXTENSION DIVISION

NUMBER OF INDIVIDUAL STUDENTS ENROLLED on May 15, 1952 --------- 607

The final group to enroll were those students who had failed to decide until they returned from student teaching to ask permission to take courses for graduate credit that follow the student-teaching period. It would seem that it should be possible for these seniors to decide by the time they come to College at the mid-term for a conference whether they need additional credits toward the A.B. degree or can begin taking work for graduate credit. It was the 5th of May, a full week after the seniors returned, before these registrations ceased. Previous enrollment figures were:

February 2: 292; February 4: 470; February 11: 507, February 21: 565

It should be obvious that the figures of the registration days are no indication of the final figure and that earlier reports are not those which should be used in preparing budgets.

BREAKDOWN OF THE FINAL TOTAL: Men: 324; Women: 283

Comparison of Veterans and Non-Veterans

Men	94	230	Men
Women	4	279	Women
Total	98	509	Total

Comparison of Graduates Men with Graduates Women

Veterans	92	4	Veterans
Non-Veterans	215	241	Non-Veterans
Total Men Graduates	307	245	Total Women Graduates
	245		
TOTAL OF ALL GRADUATES--------	552		

Comparison of Undergraduates Men with Undergraduates Women

Veterans	2	0	Veterans
Non-Veterans	15	38	Non-Veterans
Total Men Undergraduates	17	38	Total Women Under.
	38		
TOTAL OF ALL UNDERGRADUATES---------	55		

Breakdown of the Undergraduates as between those working for graduate and those working for undergraduate credit:

Veteran --- Senior Graduates Men:	1	Veteran Undergraduates Men:	1
Non-Veteran Senior Graduates Men:	4	Non-Veteran Undergrads Men:	11
Veteran Senior-Graduates Women------	0	Veteran Undergrad. Women--	0
Non-Veteran Senior-Graduates Women-	4	Non-Veteran Undergrad. "	34
Total Senior-Graduates ----------	9	Total Undergraduates----	46

If the 9 seniors taking work for graduate credit be added to the 552 graduate students, it gives a total of 561, of the 607 students in attendance, who were working on the GRADUATE LEVEL, or 92%

There were 19 students enrolled this semester in the Supervised Student Teaching course and its successor, Practicum in Secondary Education. They are included in the figures of students taking work in courses that meet in the daytime.

In addition to the Easter Field Trip (Soc.St. A465---The Border States), there were 33 Part-Time courses offered this spring, or a total of 34 in all. None had to be cancelled because of lack of enrolment. There were three courses given off-campus (extension courses), none of which had been announced in advance.

THESE EXTENSION COURSES WERE:

At Teaneck: Integ. E534--Community Resources for Guidance; taught by Dr. Harry L. Stearns, Supt. of Schools at Englewood
Enrollment: Men, 2 Women, 26 Total: 28
Of these, 1 man and 1 woman were also enrolled in on-campus courses, so that only 26 are counted as being strictly EXTENSION students.

At Fairlawn: Integ. E460B--Workshop in Curriculum Revision, taught by Mr. Eugene Vivian of the Paterson S. T. C. This was a course offered by that college, but 7 of the students desired graduate credit and were, therefore, enrolled by Montclair. One of these, a man, later withdrew, to take a course on-campus instead, which left 6 EXTENSION students, all women, in this course.

At Paterson: Integ. E473---Elementary School Language Arts, taught by Miss Christie Jeffries, of the Paterson S.T.C., and Mrs. Margaret Trueman, Supervisor of Handwriting in the Paterson City Schools. There were 6 men and 21 women who desired graduate credit and who were, therefore, enrolled as Montclair STC students; a total of 27 in all. Of these, 1 man and 5 women were also enrolled in courses of the Part-Time Division, leaving only 5 men and 16 women, or 21 in all, to count as strictly EXTENSION STUDENTS.

Thus, out of a total enrollment of 62 in these three off-campus courses, only 7 men and 47 women, or a total of 54 in all, are to be considered as Extension students.

If enrolled in the Part-Time Division, but taking 12 or more s.h. of work, a student is considered to be a Full-time student. This does not mean that he is necessarily taking any work in the day-time, however, and those who do so should not be confused with the full-time student.

		Men	Women
Part-Time Students----------	523	290	233
Full-Time Students----------	30	27	3
Extension Students----------	54	7	47
	Totals----	324	283

REGISTRATIONS, as distinguished from Individual Students

Registrations in the 34 courses of the Part-Time Division---	988
Registrations in daytime courses----------	146
Registrations in Extension courses----------	62
Total registrations in all courses this spring	1196

Average number courses taken by each student (1196 divided by 607) 1.9

Average number students enrolled in Part-Time courses only (988 divided by 34) was 29; which figure compares with those of the years in which students were not permitted to enter any daytime college course.

SEMESTER-HOURS WORK CARRIED BY THE STUDENTS

The College limits the amount of work which the full-time teacher may take to 6 semester-hours per semester, except by special permission to take 8. The student who is still working toward his degree or certificate and who is not limited to the above amount takes what seems to him a desirable total,

but may not take more than 16 s.h. without special permission from Dean Huber. The following table indicates the amount of work wich each student carried this spring.

Tabulation of work taken by VETERANS	S.H.	TOTAL S.H.	
1	1	1	
20	2	40	
0	3	0	
50	4	200	
0	5	0	
19	6	114	
0	7	0	
4	8	32	
0	9	0	
0	10	0	
0	11	0	
2	12	24	
0	13	0	
1	14	14	
0	15	0	
0	16	0	
0	17	0	
1	18	18	
Total Veterans 98		443	Total S. H.

Average No. S.H. work taken by each Veteran: 4.5

Tabulation of Work taken by NON-VETERANS	S.H.	TOTAL S.H.	
0	1	0	
227	2	454	
1	3	3	
159	4	636	
0	5	0	
66	6	396	
0	7	0	
19	8	152	
0	9	0	
11	10	110	
0	11	0	
8	12	96	
1	13	13	
2	14	28	
1	15	15	
14	16	224	
0	17	0	
0	18	0	
Total Non-Veterans 509		2127	Total S.H.

Average No. S.H. work taken by each Non-Veteran 4.1

On the following page, the above figures are combined into one table:

 Final Report of the Spring 1952 Semester - Part-Time and Extension Division

Veterans	Non-Veterans	Total Students	Semester Hours	Total Semester-Hours
1	0	1	1	1
20	227	247	2	494
0	1	1	3	3
50	159	209	4	836
0	0	0	5	0
19	66	85	6	510
0	0	0	7	0
4	19	23	8	184
0	0	0	9	0
0	11	11	10	110
0	0	0	11	0
2	8	10	12	120
0	1	1	13	13
1	2	3	14	42
0	1	1	15	15
0	14	14	16	224
0	0	0	17	0
1	0	1	18	18
98	509	607		2570

Average number S.H. taken per student (2570 divided by 607): 4.2 S.H.

THE WEIGHTED SCORE, or the equivalent number of FULL-TIME students enrolled in this Division this spring is found by dividing 2570 by 16, the usual load of the full-time student. This results in 160 for the weighted score.

RECAPITUATION OF TOTAL NUMBER OF INDIVIDUAL STUDENTS FOR SPRING SEMESTER: 607
Total Number of Individual Students for Fall Semester : 582

Gross total for the Academic Year of 1951-1952--------- 1189
Number students who attended both semesters---------- 359

NET TOTAL INDIVIDUAL STUDENTS FOR THIS YEAR---------- 830

Prepared May 19, 1952 by Elizabeth S. Favor

Annual Report

College High School
1951-1952

College High School occupies a building equipped for the regular classes and activities of a six-year high school. It is maintained for the purpose of providing opportunities for demonstration, observation, and experimentation as a part of the professional education of teachers for New Jersey secondary schools.

It provides prospective teachers with an opportunity to observe and to understand better the responsibilities of a teacher in an actual school situation and to work within a framework which makes provision for a guided study of individual youth of adolescent age. While the program at College High is college preparatory in character, the students within the various classes are typical in ability, attitude, and behavior of those which are pursuing similar studies in most of the surrounding secondary schools in New Jersey. Emphasis is placed on those teaching methods and techniques which can be adapted to classroom situations in programs of any character so that a prospective teacher observes approaches to subject-matter teaching, personality development, and discipline which will be applicable to his own future experiences.

The school is administered by a part-time director and the classes are taught by various members of the college staff. Many of the staff members who teach in College High School have the dual assignment of teaching instructional methods to college students and of demonstrating proposed techniques and methods for these prospective teachers through the medium of high school classes.

Most of the following statements summarize the activity which took place in College High School during the past year while the remaining ones include recommendations which seem to the Director to be worthy of consideration.

I Developments and trends

A. Staff members assigned to College High School are beginning to play an increasingly active role in the determination of those school policies which affect them as functioning members of the demonstration program.

B. The teaching staff, the Heads of the departments, and the administration of the high school are systematically formulating plans for the reorganization of the curriculum in terms of its observational value to prospective teachers.

C. Faculty meetings and small group conferences initiated by the faculty during the past year are proving to be an effective means of achieving steps A and B above.

D. The closer coordination between the methods classes and the scheduled observations for college students is continuing to provide more effective observational experiences for students than those which were available preceding the reorganization of two years ago.

II Special features and accomplishments

A. The work of the Committee on Selection and Admission of Students to College High School is certain to make the composition of the student body of the demonstration high school increasingly representative of that to be found in the college course in a typical New Jersey High School.

B. The development of an orientation program for seventh and eighth grade pupils through the reorganization of the English and social studies classes will not only prevent adjustment problems among the younger pupils in the high school but will provide college students with an opportunity to observe a type of class organization which closely resembles that of a core program.

C. The number of absences and tardinesses on the part of students has been substantially reduced, the attitude of the students toward the care of the building and equipment has been improved, and a satisfactory program of extra-class activities for the younger pupils has been developed.

D. The reorganization of the physical layout of the office and the addition of a part-time secretarial assistant has enabled the office to serve more efficiently and effectively the staff members, the college, the students, and the high school students.

E. The improvement of the physical facilities of the building has made it a safer, a more attractive, and a more serviceable school despite the fact that the improvements represent only a beginning.

The following improvements have been made

1. Painted - offices, guidance room, and womens' room (college budget)

2. Constructed - cabinets for storage of instruments in rear of room 5 (chorus and orchestra fund)

   shelves in guidance room (high school fund)

   counter in office (college budget)

3. Installed - protective pads on ends of gymnasium (college budget and high school fund)

   bulletin board across south wall of room 13 (college budget)

4. Refurnished - womens' room (hereafter to serve as a multiple use room) (High school fund and contributions by faculty members)

5. Decorated with non-inflammable plastic curtains - office, library, and guidance room. (Materials courtesy of manufacturer, labor by high school staff)

6. Purchased - new flag for auditorium (high school fund)

7. Refinished - tables in guidance room (by janitors)

8. Replaced - scorred seats in auditorium (by janitors from row of seats removed years ago from front of auditorium)

III Recommendations

A. The College Administration and the Heads of some of the departments should consider seriously the advisability of replacing present staff members when vacancies occur with new staff members who are specifically qualified to do demonstration teaching.

B. The College Administration should consider seriously the advisability of having two or three demonstration teachers assigned to the high school on a full-time basis.

C. The improvement of the physical facilities of College High School should be continued in a manner that is in keeping with the recommendations set forth in a report to the President dated March 13, 1952.

D. There is urgent need for more classroom space at College High School. The President is encouraged to study this situation immediately in view of the funds which may be made available to Montclair from the fifteen million dollar ($15,000,000) bond issue.

IV Statistical Data

Enrollment

	7th	8th	9th	10th	11th	12th	Total
Boys	14	14	13	14	15	10	80
Girls	14	15	16	12	14	13	84
Total	28	29	29	26	29	23	164

Number of teachers devoting full time to College High School 2
Number of teachers devoting part time to College High School 39

Number of graduates June, 1952 23

Summary of Observations

Department	Total Observations (1950-1951)	Total Observations (1951-1952)
English	3187	4054
Social Studies	2798	2365
Mathematics	3161	3384
Science	540	994
Language	794	1301
Music	not recorded	160
Miscellaneous	6	71
Total	10486	11929

Respectfully submitted,

Keith W. Atkinson

Keith W. Atkinson,
Director, College High School

ANNUAL REPORT OF THE LIBRARIAN 1951-1952

I. TRENDS AND DEVELOPMENT

A. STAFF

The year 1951-1952 was a hectic one. The resignation of two staff members to take better paying positions; an accident suffered by Mrs. Brainard which necessitated her absence from the library for over a month brought out in a most pointed and dramatic way the need for better salaries as well as for additional staff. In September, Mrs. Marianna Mershon left to take a position as librarian of Boonton High School. In November Mrs. Florence Downing left to accept a position as a high school teacher.

To replace Mrs. Mershon the library applied to the Civil Service and appointed Mrs. Barbara Baylor as library assistant. Mrs. Baylor has had no library training, but is a college graduate and has taught in the elementary schools. She has proved very satisfactory, getting along well with the student assistants and student body. She is cooperative and willing to assume responsibility.

The librarian and the president had been recommending a reclassification of the professional staff for some time. The turnover made it possible to achieve this. The librarian recommended that, in order to put the Montclair State Teachers College Library in line with the libraries of the other N. J. Teachers Colleges, the professional staff be given faculty rank. Mrs. Brainard, for personal reasons, did not desire this. Therefore, she was reclassified and given a rating of cataloger, which is more nearly in line with her duties, and for which she had taken and passed a Civil Service Exam. Her new rating went into effect on January 1, 1952.

ANNUAL REPORT OF THE LIBRARIAN 1951-1952

I. Staff and Administration

1. Staff

The year 1951-1952 has a hectic one. The resignation of the staff member, in June having published, in contrast without by Mrs. Dryland which accentuated her absence. Thus the library for over a month consisted of a part paid and therefore not the need for better salaries as well as for additional staff. In September, Mrs. Mortimer Darling left to take a position as librarian of Brandon High School. In November Mrs. Florence Dowling left to accept a position as a High School teacher.

In regards Mrs. Dowlow the library applies to the Civil Service and appointed Mrs. Dowlow during as library assistant. Mrs. Taylor has been as library assistant, not as a college graduate and has taught in the elementary schools. She has proved very satisfactory, getting along well with the student assistants and student body. She is cooperative and willing to assume responsibility.

The librarian and the president had been recommending a replacement of the professional staff for some time. The treasurer was in position to assume role. The librarian recommended that in order to get the student Elsie Dowlow College library to line with the libraries of the other 3. T. Teachers College, the professional staff be given leaving year. Mrs. Dowlow, for personal reasons, did not accept this. Therefore, she was reclassified and given a raise of $100.00, which is more nearly in line with her salary, and for which she had been was passed a civil service test. Her new salary was effective on January 1, 1952.

In order to have on our staff another professional librarian, one of the Civil Service positions was discontinued, and Miss Claire Merlehan was employed as Assistant Instructor. Miss Merlehan was not able to come to Montclair before February 1. She has her M. S. degree in Library Science from Syracuse University, as well as her M. A. degree in Education from Teachers College, Columbia University. She has taught and has been a high school librarian. We were fortunate to be able to get her on the staff as a reference librarian.

Although the library was able to employ Mrs. Edith Rights as a part time catalog typist, she was unable to give us the time, or continuity of service which was needed, and we continued to have to use our professional staff for much clerical work.

There are many tasks that entail a great deal of work and time, which do not often appear in any report of library activities and accomplishments. This year for the new 1952-54 undergraduate college catalog, the description of the library its place in the college program its holdings and special collections, was entirely rewritten.

In addition to the Librarian's Annual report and the library report for the American Association of Colleges for Teacher Education, the librarian received 8 studies and questionnaires that needed to be answered. Each of these entailed consulting library records, budgets and procedures, but a number also required conferences with the Audio - Visual Service Director, The Business Manager, the Registrars and the President's office before they could be completed.

As the college was to be reevaluated by the American Association of Colleges for Teacher Education in the fall of 1952, it was necessary for the library staff to prepare a complete and detailed report of library

In order to have on our staff another professional librarian, one of the civil service positions was abolished, and Miss Claire Nordman was employed as assistant librarian. Miss Nordman was not able to come to work-date before February 1. She has our B. S. degree in Library Science from Syracuse University, as well as her M. A. degree in Education from Teachers College, Columbia University. She has taught and has been a high school librarian. We were fortunate to be able to get her on the staff as a professional librarian.

Although the library was able to employ Mrs. Smith eligible as a part time cataloging typist, she was unable to give us the time, or combination of services which was needed, and we continued to have to use our professional staff for much clerical work.

There are many books that consist a great deal of work and time, which do not often appear in any report of library activities and accomplishments. This year for the new 1954-54 undergraduate college catalog, the cataloging of the library, the plans for the college program for building and special collections, was entirely revised.

In addition to the librarian's annual report and the library reports for the Western Association of Colleges for Teacher Education, the librarian received & studied and questionnaires that needed to be answered. Some of these related cataloging library records, budgets and procedures, for a number also required conferences with the Audio - Visual Service Director, the business manager, the registrar and the President's office before they could be completed.

As the college was to be reevaluated by the American Association of Colleges for Teacher Education in the fall of 1954, it was necessary for the library staff to compile a complete and detailed report of library

procedures and statistics of its holdings. This enabled the Committee to proceed in its evaluation with facts as a basis for its judgment.

A project still unfinished is the rewriting of a style manual for the college and for our Graduate School. The Librarian is chairman of the Committee, but has been unable to accomplish much. This is still on the agenda.

During the summer of 1951, the librarian was not on the campus, but Mrs. Winchester, the College High School Librarian was on the Summer School Staff as reference librarian. This enabled the library to give reference assistance to the China Institute and the U. N. Institute and Workshop, as well as to the regular summer school.

INSTRUCTION

Because of our staff shortage and turnover, library instruction was limited to the Freshman orientation program, and to the Sophomore composition groups. It was necessary to discontinue the lectures to the Senior methods students on reference books and enrichment materials for their teaching. It is hoped that these lectures plus others for the Freshmen may be resumed.

LOANS

The College Library was asked by the State Library to lend books on its inter-library loan program. This was agreed to and at various times during the year we send books to the State Library.

School of Conservation.

Again the college library loaned many books to the School of Conservation in Stokes Forest for the summer.

Textbook & Exhibit.

There has been continued use of the Textbook Exhibit and Curriculum Laboratory. The library was able to secure a new vertical file, and during

previously was available in the building. This enabled the Committee to proceed in its relations with Paris on a basis for its proposal.

A project still unfinished is the revising of a style manual for the college use in our Commission School. The difficulty is obvious of the Committee, but has been useful in accomplishing much. This is still on the agenda.

During the summer of 1921, the libraries was set up on the campus, in the Vinalhaven, the college high school library was in the Bowman School built as reference library. This enabled the library to give information assistance to the Social Institute and the U. S. Institute and Society, as well as to the Society summer school.

Discussion

Because of our small storage and browsing library instruction was limited to the Freshman orientation course, and to the sophomore research-term group. It was necessary to discontinue the Institute to the Senior seminar students in reference books and additional materials for their speaking. It is hoped that these courses continue, and steps for the Freshmen may be arranged.

Loan

The College Library was issued in the State Library to last week in the inter-library loan program. This was agreed to and 41 volumes came during the year we used books in the State Library.

Report of Committee.

Again the college library lacks most books in the Council of Commerce relative to Shelve Forest for the summer.

Textbook & Exhibit.

There has been continued use of the Textbook Exhibit and Curriculum Laboratory. The library was able to secure a new textbook exhibit and during

the summer of 1951, Mrs. Mershon organized the units of work and filed them in the Curriculum Laboratory.

China Institute & Workshop.

As the China Institute of New Jersey was held at the College, with a large workshop group in the Library, it was necessary for the library to borrow heavily from the Library of China House, New York and from the Montclair Public Library, and the Montclair Art Museum. Mrs. Winchester was assisted by Mrs. Brainard in arranging displays in the Library and an exhibition in the Hall Exhibit Cases of Chinese art objects which were borrowed from the Montclair Art Museum.

The United Nations Institute and Workshop.

As this was the first year the United Nations Institute had been held at the College it was necessary to borrow books from the Montclair Public Library and pamphlet and poster material from the United Nations. Mrs. Winchester arranged a very interesting display in the hall cases using flags of the United Nations borrowed from the U. N. organization in Montclair.

Displays.

The library staff continues to feel that one way of advertising books and events in the college is through its bulletin board displays. Student organizations have used the library boards for special events, sponsored by them. One interesting exhibit was sponsored by the English Club, assisted by Mrs. Barbara Baylor on The Contribution of the Negro to American Art and Literature. This display was part of the Club's activity for Negro History Week and was prepared in conjunction with an assembly program which the group sponsored.

the summer of 1921, Mrs. Morrison organized the guild of work and play done in the Correctional Labor Camp.

China Institute & Exhibition.

At the China Institute of New Jersey was held at the College, with a large workshop group in the Library, it was necessary for the Library to borrow heavily from the Library of China House, New York and from the Metropolitan Public Library, and the Metropolitan Art Museum. Mrs. Winchester was assisted by Mrs. Ireland in arranging displays in the Library and in exhibits in the Hall Exhibit Cases of Chinese art objects which were borrowed from the Metropolitan Art Museum.

The United Nations Institute and Exhibition.

At this was the first year the United Nations Institute has been held at the College it was necessary to borrow books from the Metropolitan Public Library and pamphlet and poster material from the United Nations. Mrs. Winchester arranged a very interesting display in the hall cases using flags of the United Nations borrowed from the U. N. organization in Washington.

Library.

The Library staff continues to feel that one way of advertising books and events in the college is through the bulletin board displays. Student organizations have used the Library bulletin for special events, sponsored by them. One interesting exhibit was sponsored by the English Club, assisted by Mrs. Barnes Taylor on the Contribution of the Negro to American Art and Literature. This display was part of the Club's activity for Negro History Week and was prepared in conjunction with an assembly program which the Club sponsored.

Gifts

In the fall of this year, Mr. Roy W. Hatch, former Head of the Social Studies Department and a collector of Lincolniana, gave part of his Lincoln collection to the College Library. A special bookcase was built in the Library Reading Room. Seventy volumes of Lincolniana were cataloged and added to the Library. Included in the collection was a first edition of Herndon's Life of Lincoln, which has a value of over $100.

The China Institute of New Jersey under the active leadership of Mrs. Perdue was able to obtain a grant of money from the Davella Mills Foundation for a library of Art, Literature, Philosophy and Civilization of China to be known as the China Institute Library. This is on a permanent loan basis to the College Library to be housed there as long as the Institute continues to carry on its activities at the College. Mrs. Willard Church did the purchasing of the many out-of-print and imported titles. The library staff ordered Children's story books which were paid for by China Institute alumni gifts.

In order to get the large amount of material cataloged and listed for the use of the China Institute by July 1952, China Institute employed a temporary catalog typist to work with the library staff in cataloging and processing their books. Approximately 304 titles were cataloged for the Institute.

Staff and Staff Activities.

Staff See Changes under Trends and Developments

Staff Activities In October, Mrs. Brainard, secretary and treasurer of the College and Library Section, attended the luncheon meeting of the College Section of the New Jersey Association at Upsala College. Mrs. Winchester and Miss Cridlebaugh also attended.

Gifts

In the fall of this year, Mr. Guy V. Hotch, former head of the Social Studies Department and a collector of Lincolniana, gave part of his Lincoln collection to the College Library. A special bookcase was built in the Library Reading Room. Seventy volumes of Lincolniana were catalogued and added to the Library. Included in the collection was a first edition of Herndon's Life of Lincoln, which has a value of over $200.

The Cuba Institute of New Jersey under the active leadership of Mrs. Perkins was able to obtain a grant of money from the Florella Mills Foundation for a library of art, literature, philosophy and civilization of Cuba to be known as the Cuba Institute Library. This is an a permanent loan basis to the College Library to be housed there as long as the Institute complies to carry on its activities at the College. Mrs. Wilkins Cooper did the cataloging of the many out-of-print and imported titles. The library staff ordered Guiteras's story books which were paid for by the Institute almost gifts.

In order to get the large amount of material catalogued and listed for the use of the Cuba Institute by July 1932, Cuba Institute employed a temporary cataloger trained to work with the library staff in cataloging and processing their books. Approximately 300 titles were catalogued for the Institute.

Staff and Staff Activities.

Staff. The changes under Faculty and Departments.

Staff Activities. In October, Mrs. Brainard, secretary and treasurer of the College and Library Section, attended the Lexington meeting of the College Section of the New Jersey Association of Women College. Mrs. Wiedemann was also fortunately also attended.

In March, the librarian again served as a member of the Middle States Evaluating Committee for the evaluation of the New York State University at Fredonia.

Mrs. Brainard was asked to serve as Secretary-Treasurer of the College Section of the New Jersey Library Association for a second year, which she agreed to do.

In April the librarian attended the Spring Meeting of the New Jersey Library Association at Atlantic City, and was a member of a panel Getting Ready for an Evaluation part of the program of the College Section of the N. J. L. A.

III. STATISTICAL STUDIES

A. Library Budget

The budget for the Library for 1951-52 was $6,500 which was tentatively divided as follows;

Books	$4300	of which $200 was for college High School Books
Periodicals	1200	
Binding	500	
Supplies	500	
	$6500	

An additional sum of $300 from the College High Funds was allotted for books for the College High School Library enabling that library to keep its collection up to date with a total budget for books of $500.

B. Accessions and Withdrawals

	Main Collection	Textbook Exhibit	Total Main	High School	Total
In Library July 1, '51	56,988	4,834	61,822	3,809	65,631

In short, the library which served as a center of the Health Center laboratory facilities for the evaluation of the New York State University at Freedom.

Mrs. Graham was asked to serve as Secretary-Treasurer of the College Section of the Medical Library Association for a second year, which she agreed to do.

In April the Library attended the spring meeting of the New Jersey Medical Association at Atlantic City, and was a member of a joint Medical Library Day on the Exhibition part of the program of the College Section of the M. S. C. A.

VII. Financial Report

A. Library Budget

The budget for the library for 1941-42 was $4,100 which was approximately divided as follows:

Books	$1300	of which $100 was for
		College High School Books
Periodicals	1800	
Binding	300	
Supplies	300	
	$4500	

An additional sum of $300 from the College High School Books was allotted for books for the College High School Library making this library in keep the allotting up to date with a total budget for books of $1800.

B. Accounting and Attendance

	Main Collection	Freedom Branch	Total Main	High School	Total
In Library July 1, 1941	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	Main Collection	Textbook Exhibit	Total Main	High School	Total
Additions:					
By Purchase	959	--	959	174	1,133
By Gift	1,266*	99	1,365	26	1,391
Total Additions	1992	99	2,324	200	2,524
Withdrawals	833	12	845	154	999
In Library June 30	58,380	4,921	63,301	3,855	67,156

23.4 % of the Collection are duplicates

Circulation

Faculty	Student	Reserves	Total
2557	32,874	8116	40,990

Recommendations

The many "extracurricular" activities of the library, (questionnaires and studies which come in to be answered institutes in the summer, etc.) in addition to the regular work of the library make it very evident that the library needs a full time typist and clerk. The use of the professional staff members for the catalog typing, as well as for other clerical work, is wasteful. The cataloging gets in arrears because it is physically impossible for one person to do the work.

To keep the book collection up-to-date and useful, and to make room for the new books in our limited shelving space, a program of discarding out-of-date and duplicate books, needs to be done. This task entails the advice of the faculty, as well as much bookkeeping and clerical work.

The budget is much too low for our college program and the number of students. The present allowance of $5.00 for each undergraduate is below

* 297 China Institute Library.

	Main Collection	Pamphlet Exhibit	Total Main	High Frequency	Total
Additions:					
By purchase	127	--	127	172	1,122
By gift	1,[illegible]	22	1,[illegible]	[illegible]	[illegible]
Total additions	1,[illegible]	22	1,[illegible]	172	1,[illegible]
Withdrawals	837	12	849	172	999
In library June 30	53,[illegible]	4,[illegible]	63,30[illegible]	3,855	67,1[illegible]

Table 2 - The Collection in Duplicates

Circulation

Circulation	Attendant	Reserves	Total
4,[illegible]	1[illegible],374	914	1[illegible],[illegible]

Observations

The many "accession numbers" scattered throughout the library, (discussions and lecture notes, etc.) in addition to the regular work of the library make it very evident that the library needs a full time typist and clerk. The use of the proof-reader's error machine for the typist's errors, as well as for other clerical work, is essential. The cataloging work is errors because it is impossible, impossible for one person to do the work.

To keep the book collection up-to-date and lively, and to make room for the new books in our limited shelving space, a program of discarding out-of-date and duplicate books, must be by done. This task entails the action of librarians, as well as some professional and clerical work.

The budget is inadequate for our college program and the number of students. The average library of 5,00 [illegible] with undergraduates is [illegible]

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* [illegible] Dublin Core Library.

standard. With the graduate school and the tremendous increase in the cost of books it is very much below.

Facilities

An immediate need is a new typewriter for the cataloger. At present Mrs. Brainard has to hold each card in order to have the typing "take". The repair of the two typewriters in the library has been requisitioned. It is to be hoped that with the new building program the library can have more stack space, a larger seating capacity, new, equipment, such as a loan desk with closed reserves, magazine racks and shelves, a librarian office, a rare book room that can be locked, and classrooms that can be used for the library instruction program and for group study.

Instruction

It is recommended that a program of formal instruction in the use of the library be scheduled for the Freshman class; that the continued instruction in special phases of library use for individual classes be continued and enlarged; that the possibility of a course on Library Use for Teachers in the High School and Elementary School be given for credit in the Junior or Senior Year. An outline of the course is under consideration by the Library Staff.

Respectfully submitted,

Anne B. Cridlebaugh

Librarian

students. With the graduate school and the freshman interest in the work of books it is very much below.

Facilities

In immediate need is a new typewriter for the catalogue. At present, Mrs. Graham can do only most cases in order to have the typing "rush". The repair of the two typewriters in the library has been requisitioned. It is to be hoped that with the new building program the library can have more stack space, a larger seating capacity, new equipment, such as a long desk with closed reserves, magazine racks and shelves, a librarian office, a rare book room that can be locked, and classrooms that can be used for the library instruction program and for group study.

Instruction

It is recommended that a program of formal instruction in the use of the library be established for the freshman class, that the continued instruction in special phases of library use for individual students be continued and enlarged; that the possibility of a course in library use for students in the high school and elementary school be given for credit in the junior or senior year. An outline of the course is under consideration by the library staff.

Respectfully submitted,

Lawrence Bridgeman

Librarian

COLLEGE HIGH SCHOOL

LIBRARY REPORT

JULY 1951-JULY 1952

Trends and Developments

Although the daily routine and practice remains the same, the yearly pattern changes as the College High School Library answers the needs and ever expanding laboratory experience for College students, and larger individual service for C.H.S. students. The collection is never static: this year, current-events materials - books, pamphlets, vertical-file items - have been directed to implement a wider coverage of international relations and contemporary movements, political and social.

The Science Section was expanded, and culled of out-dated material; new titles increased junior-high-school interest, and lured casual readers there.

Accessions and Gifts

Mr. Walter Kops and Dr. Moffatt have made generous and timely contributions to the Social Studies - also to the fiction - shelves. Books they received for professional reviewing, always of high-calibre value on the secondary level, have been donated to our C.H.S. Library. Students eagerly borrow these, and publicize the gifts as "tops!"

Mr. Bohn's 12th Grade Class contributed several copies each of new pocket-edition titles, "Good Reading; a Guide to the Best Books", etc. As the instructors recognize the value of particular books in class-work, and recommend class purchase, the gift assumes an ever greater importance in the collection. This faculty-participation is a healthy index of library service.

Other English classes have eased the budget by purchase, through class-funds, of club-subscriptions which answer assignment use. This is also true of the group-purchase of pocket-editions. The paper is poor and the format frail, but the little books fulfill the ephemeral demand, and save money for us.

Cooperation with Community

College High School students are frequently called for community radio programs, for inter-school debates, and similar projects. Materials for this civic expression is usually found in our Library.

Laboratory Hours and College-Student Use of Library

The library-laboratory hour is perhaps one of the more important and valuable phases of student-observing experiences. Dr. Fincher, Mr. Cohen, Dr. Moffatt, Mrs. Meiers, and Miss Stewart, and more recently the science group, use this method extensively. In advance, with advice of objectives from the instructor, the Librarian selects related materials and arranges special shelves and tables for each

adviser. The college observers, teacher, and librarian work individually with small groups: the slow learners; the inattentive; those students who, contrary to research effort, take easiest routes, and help them to improve study-habits and scholarship.

Invariably, during and after such sessions, college students ask the source and price of file materials in use. This is particularly so concerning pamphlets, pictorial charts, posters, etc., which they will use eventually in their own classes. It is these small but important side-lights that add vitality to the "laboratory" function.

Continuous stimulation comes when working with the Adolescent Literature classes. These students come to examine and build bibliographies. Rushing directly from Dr. Fulcomer's and Mrs. Keier's classes, their zeal is glowing, and finds expression in the wide selection of "ten-to-twenty" books at each visit. After school hours these students often stay to discuss the popularity and significance certain titles have for C.H.S. youngsters. It is a serious learning experience, and a joy.

Again, as in many previous years, the Librarian has discussed the bulletin-board as a teaching vehicle, with college seniors: business majors, social studies groups, and others, including English classes. After the talks (illustrated with colored slides of bulletin-boards arranged by various C.H.S. classes) the college students work on displays, supervised by the Librarian. They come often for advice.

So, through varied avenues, the Library of the Demonstration School gives its small service in teaching experience to the college group.

Exhibits

The Book Collectors Club (C.H.S. boys interested in books having a fine format, printing, binding, paper, and illustrations) had a meaningful display of their personal "book-hobbies" - book-plates, first editions, autographed books, etc.

We have exhibited, as in previous years, The Fifty Best Books of the Year; also, The Fifty Best Textbooks of the Year. The Librarian talked to several college groups on "How to Choose a Suitable Textbook." The group studying elementary education, who came with their teacher, seemed most interested, and the class returned to examine the collection at their leisure, and to discuss special items. The exhibit-catalog had three very good articles on how "to choose textbooks for various grades," and many asked for a second copy. We distributed almost 500 of these free catalogs to college students.

We borrowed from New York Best Children's Books, which was also popular and instructive.

Several industrial displays, which as in all our display-work, were organized and planned to supplement some particular classroom teaching unit, perhaps an interesting phase of English, science, etc., but which also stimulates the interest of the whole school as students visit the Library. As Life magazine is popular with all age- and class-groups, so are the Life-assembled exhibits, usually 25 to 30 large poster-like panels which we borrow (free) from the publishers. The captions of these, brief, accurate, incisive, make excellent teaching material; they are visual aids plus!

Extra-Library Activities

Again, the Seventh Grade has been assigned as the Librarian's home-room group. The objective of all home-room programs is guidance toward good school citizenship. The class earnestly and eagerly cooperates in all school projects. It was a 7th Grade boy who sold the greatest number of individual magazine subscriptions, to increase the School Scholarship fund. Likewise the class contributed generously to the Thanksgiving food collection. At Christmas they presented a Christmas pageant, and invited all mothers to a gay party, making all favors, gifts, and place-cards during home-room periods. To pay transportation charges on field-trips, the class had cake-, book, and other sales.

Statistics

Total number of volumes	5,855
New books added	200
Books withdrawn	154
Exhibits and displays	18
Laboratory groups	28
Book-talks by the Librarian	8
Bulletin-board talks	6
Circulation, 1950-1951	5,480
Circulation, 1951-1952	5,912
Increase this year	432

Respectfully submitted,

M. C. Winchester

College High School Librarian

ANNUAL REPORT FOR 1951-1952

of the

PUBLIC RELATIONS DIRECTOR

Before a college can win friends, it must come to the attention of those who would be its friends. It is apparent, then, that publicity is one of the major tools of public relations.

In the year 1951-52, the Public Relations Director devoted the majority of her time to publicity. With the heavy demands made on her in the Fall by the Bond Issue campaign, and, during the entire school year, by a seven-hour teaching schedule, no time remained for other public relations activities.

Quality, not quantity, was emphasized in all publicity efforts. An over-all picture of the number, variety and scope of news releases, feature articles, home-town stories, etc., distributed to newspapers, magazines and trade journals can be obtained from the Public Relations Office Monthly Reports which follow this summary.

The objectives or purposes upon which the program of publicity was based are as follows: 1) to inform the public about the College, its faculty and its curriculum; 2) to establish confidence in the College; 3) to rally support for the maintenance of better teacher-education; 4) to develop awareness of the importance of education in a democracy; 5) to evaluate the offerings of the college in meeting the needs of teachers-in-training; and 6) to correct misunderstandings as to the aims and objectives of the College.

The most common error in any public relations program is undue concentration on publicity. However, until more time is allotted for the express purpose of conducting a thorough, over-all public relations program, the Public Relations Director must, of necessity, concentrate on publicity.

Respectfully submitted,

Hope Chamberlin Corso,
Director

Sample monthly reports attached

ANNUAL REPORT FOR 1950-51

of the

PUBLIC RELATIONS DIRECTOR

Before a society and its friends, it has been one of the functions of these who would be the friends. It is apparent, then, that publicity is one of the duties of public relations.

In the year 1950-51, the Public Relations Director devoted the majority of her time to publicity. With the heavy demands made on her in the fall by the Home Dance committee, and during the entire second year, by a newsletter committee, publicity was the chief concern of the whole public relations activities.

Publicity was generally was neglected in all publicity efforts. An overall picture of the society, society and image of some relations, Faculty relations, Home-town activity, etc., distributed to newspapers, magazines and house journals was obtained from the Public Relations Office Monthly Report which follows this summary.

The statistics on pageants upon which the program of publicity was based are as follows: 1) to inform the public about the Society, the faculty and its events; 2) to establish contacts in the society; 3) to rally support for the promotion of future Home-Economics; 4) to develop recognition of the importance of education in a community; 5) to evaluate the attempts of the society in meeting the needs of Home-Economics; and 6) to correct misunderstanding as to the aims and objectives of the society.

The most success given to any public relations program is some consideration on publicity. However, until more time is allotted for the various programs of education a thoroughly successful public relations program, the Public Relations Director work of necessarily subordinate to publicity.

Respectfully submitted,

Edge Donaldson Evans,
Director

Sample monthly reports attached

MONTHLY REPORT - Public Relations Office

(September 1951)

News Paper Releases

9/18/51 - News story re Marilyn Ackerman's departure for Rennes, France, Normal School to Belleville News
News story re Dorothy Markle's return from the University of Toulouse, France, to Jersey Journal
News story re Eileen Giblan's return from the University of Rennes, France, to Nutley Sun
News release re M.S.T.C. Foreign Exchange program (specifically Marilyn Ackerman's departure and Dorothy Markle's and Eileen Giblan's return) to Newark News

9/19/51 - News story re M.S.T.C. book donation to Saga University in Japan to Associated Press, Herald-Tribune, Newark News
Feature article re M.S.T.C. book donation to Saga University in Japan to Newsweek, Montclair Times
News release re Faculty Recital 9/30 to Montclair Times, Newark News
Articles re Grace Freeman and Bond Issue, Dr. Clyde M. Huber's appointment, Visual and Teaching Aids program and Spring Semester Graduate Courses to Alumnae

9/20/51 - News story and picture re Walter Kops U.N. address in Verona 10/22 to Verona-Cedar Grove Times. Caldwell Progress, Newark News
News story re Jerald Green's appointment to Student Bond Issue Committee to Atlantic City Press, Atlantic City Reporter

9/24/51 - News story re Jerald Green's scholarship to M.S.T.C. to Jewish News

9/25/51 - News story re Dr. Eugene Wilkins' WATV appearance 10/3 to Newark News, Newark Star-Ledger, Millburn-Short Hills Item

9/26/51 - News story re Emma Fantone's assignment as a visual aids consultant in Bridgeton 10/2-4 to Paterson Evening News

9/28/51 - News story #2 re Walter Kops United Nations address in Verona 10/22 to Verona-Cedar Grove Times, Caldwell Progress, Newark News
News story re Overseas Neighbors meeting at M.S.T.C. 10/9 to Newark News, Montclair Times, Glen Ridge Paper, Caldwell Progress, Verona-Cedar Grove Times
Biographical data and pictures of Dr. E. D. Partridge and Dr. E. S. Fulcomer to Orange Women's Club in connection with appearance 10/9
Biographical data re Dr. E. S. Fulcomer to Sussex Kiwanis Club in connection with speaking engagement 10/3

Home Economics

7/10/53 - Home study on family economic's curriculum for Senior, Tokoha, Hosei School in Kitamiji Area

Home study on Kyushu Gakuin's system from the University of Indiana, Imperial Junior College

Home study on other Ministry's events from the University of Tokyo, Tokyo, to Kyushu Ga

Home relations on G.H.Q. Public Welfare Section (specifically Marian Hanson's department and Morning Service's and Mitsuo Ayuta's system) in Kansai Area

9/10/53 - Home study on G.H.Q. area department in Tokyo University in Japan to Nagoyagakuin Area, Kyushu-Tokuma, Kansai Area

Factory visiting on G.H.Q. book department in Tokyo University in Japan to Japanese, Kansai-Kyushu Area

Book Exchange on Kyushu Gakuin's 8/20 to Kyushu Times, Kansai Area

Article on Green Farmers and Seed Farm, Mr. Kuyo K. Kuge's experiment, Hirai and Iwasaki Mrs. Kyushu and Tokyo Institute Courses to Kansai

9/20/53 - Home study and photos on Tokyo Area G.H.Q. Schools to Tokyo 10/2 to Kyushu Times, Kansai Area

Home study on Social Department's assistance to Tokyo and Tokyo Committee to Kitamiji Area Tokyo, Kitamiji City Director

9/24/53 - Home study on Social Department's activities to G.H.Q. to Kansai Area

9/30/53 - Home study on Mr. Hanson visited Fort Bragg organization 10/4 to Kansai Area, Tokyo-Kyushu, Kitamiji-Kansai Area

9/30/53 - Home study on Mr. Yoshiyuki's assignment as a visual aid to Provincial Education Office to Kansai Area

9/30/53 - Home study on the Tokyo Fire Department Training Schools to Tokyo 10/1 to Kansai-Kyushu Area, Kitamiji Tokyo, Kansai Area

Home study on Kansai Industry Department to G.H.Q. 10/9 to Kansai Area, Kansai-Kyushu Tokyo, Kyushu Tokyo, Kansai Area

Educational data and visitors of Dr. K. B. Nakayama and Dr. T. S. Takamoto to Kansai Women's Club to be consulted with Kansai 10/9

Electrical Lite to Dr. I. E. Takamoto to Kansai Girls Club to consultation with Kansai 10/9

MONTHLY REPORT - Public Relations Office
(March, 1952)

Newspaper and Magazine Releases

3/6/52 - News story re United Nations Institute (July 1952) to United Nations World, NYC
News story re Dr. Merrit G. Fraser's participation in evaluation of Potsdam (N.Y.) Teachers College 3/17-19 to Little Falls Herald
News story re Dr. Edna McEachern's talk before Stirling P.T.A. 3/14 to Plainfield Courier-News

3/7/52 - News story re Campus Queen Finalists to Newark News, Bloomfield Independent Press, Asbury Park Press, Ridgefield Park Sun-Bulletin, Northern Valley Tribune (Tenafly), Irvington Herald ' Times, Fairlawn-Radburn News
News release re Dr. John J. Fallahan's participation in the N. J. Teachers of Government conference at Upsala 3/15 to Montclair Times
News story re Barbara Pearson's election as captain of the Cheerleading Squad to Bergen Evening Record
News story re Catherine I. Kopp's selection as manager of the Fencing Team to Hillside Times

3/10/52 - News release re new Clio officer to Elizabeth Daily Journal, Madison Eagle, Clifton Leader, New Jersey Herald (Newton)

3/11/52 - News release re new officers of Players to West Orange Chronicle, Springfield Sun, Fair Lawn Clarion, Maplewood News-Record, Hillside Times

3/12/52 - News release re Speech Association of New Jersey fourth annual institute 3/15 at N.S.T.C. to Newark News
Telephone conference with Newark Star Ledger re pic of Campus Queen candidates

3/13/52 - News release re Quarterly staff appointments to Passaic Herald News, Pompton Lakes Bulletin, Lodi Independent, Matawan Journal, Kearny Observer, Asbury Park Press, Long Branch Daily Record, Paterson Morning Call, Clifton Journal, Jersey Journal, Morristown Daily Record, Hillside Times, Atlantic City Press-Union
News release re Prof. Earl M. Glenn's receipt of a Fulbright Award to Central Philippine College beginning 7/1 to Newark News, Montclair Times, New York Times, New York Herald-Tribune, N.J.E.A. Review, N.E.A. Journal, Indiana University Alumni News, The Science Teacher, School Science and Mathematics Journal, Metropolitan-Detroit Science Review, Teachers College Alumni Bulletin (Columbia University)
News release re Louis Kurbe's attending the National Music Educators conference 3/21-25 in Philadelphia, Pa., to Verona-Cedar Grove Times
News release re William A. Ballard's appointment as a judge for the Passaic County American Legion oratorical contest 3/21 in Totowa to Little Falls Herald
News release re John W. Craft's attending the National Music Educators conference 3/21-25 in Philadelphia to Montclair Times

3/14/52 - News release re carnival committee chairman to Denville Herald

3/17/52 - News release re Dr. C.M. Huber's talk at Madison High School Career Day 3/20 to Montclair Times
News release re Miss Irene Pennington's participation in College High citizenship-education project to East Orange Chronicle
News release re Dr. M. B. Fincher's participation in College High citizenship-education project to the Phillipsburger
News release re new officers of Modern Dance Club to South Bergen Eagle (Lyndhurst), Little Falls Herald, Montclair Times, Newark News
News release re College High School participation in Citizenship Education Project sponsored by Columbia University to Newark News Montclair Times, Verona-Cedar Grove Times
News release re Dr. E. D. Partridge's address 3/25 to Cliffside Park Junior High P.T.A. to Montclair Times
Biography of Walter E. Kops to Huntington (L.I.) Education Association

3/20/52 - News release re Border States field trip 4/11-19 to Newark News Clifton Journal, Paterson News, Paterson Call, Pompton Lakes Ledger, Passaic Herald-News, Glen Rock Community News, Montclair Times, Jersey Journal, Hanover News, Little Falls Herald Absecon Weekly News, Englewood Press-Journal, Ramsey Journal, Denville Herald, Bergenfield Times-Review, Ridgewood Herald-News, Buffalo (N.Y.) Corrier Express, Newport (R.I.) Mercury & News

3/21/52 - News release re J. J. Classical Association meeting on campus 3/29 to Montclair Times, Newark News
News release re State Instrumental Ensemble Festival on campus 4/5 to all N. J. dailies and major weeklies
News release re Walter E. Kops' address "The U.N., The Schools and You" 3/31 before Hunington (L.I.) Education Association and his being named a delegate to Carnegie Endowment Fund conference on Universities and World Affairs 3/31-4/1 to Caldwell Progress
News release re Paul C. Clifford's speeches at Middle Atlantic Regional Conference on Quality Control 3/28-29, N.Y.C., and at the Technical Societies Council meeting, Newark, 3/31 to Montclair Times
News release re Louis Zerbe's appointment to committee for Violin Teachers Guild String Festival 3/29-31, NYC, and as an adjudicator for the all-state High School Orchestra festival 3/28 in Weequahic High School, Newark, to Verona-Cedar Grove Times
News release re College High orchestra and chorus concert 3/28 to Montclair Times, and Verona-Cedar Grove Times
News release re Dr. Edna McEachern's "Parsifal" lecutre- recital 4/2 at Ridgewood Women's Club to Ridgewood Herald-News
News release re delegates to Carnegie Endowment Fund conference on Universities and World Affairs, NYC, 3/31-4/1 to Newark News, Montclair Times

3/22/52 - News release re new F.T.A. officers to Paterson Evening News, Jersey Pictorial, Freehold Transcript, Hudson Dispatch, Edgewater Boro News
News release re Dr. Erhard Dzimirsky's visit to MSTC 3/27 to Newark News, Montclair Times
Bibliography re Dr. Edwin S. Fulcomer to Mrs. P. D. Larimer, East Orange, in connection with his talk before Ashland School PTA 4/7

3/26/52 - News release re Mildred M. Osgood's appointment to faculty of Arts Cooperative Service School, NYC, to Montclair Times
News release re Dr. E. S. Fulcomer's appointment as a judge for the American Legion tri-state Oratorical Contest in Trenton 4/4 to Montclair Times
News release re Dr. Edna McEachern's "Parsifal" lecture-recital 4/4 in Clifton to Clifton Leader

[illegible] – Does release to Dr. C.S. Hooker's visit as fellows this school School
July 2/70 to Brooklyn Times
Does release to Miss Irene Tomlinson's participation in fellows
[illegible] Brooklyn-Queens project to East Orange Circuit
Does release to Dr. R. E. Flanker's participation in College Fair
[illegible] project in the Philadelphia
Does release to the efforts of Indian Issue Bird to Lamb Bureau
Bowie (Longhorns), Bulletin Fifth Service, Bowlinger Times, Jersey Jews
Does release to College Bird School participation in Citizenship
Education Program sponsored by Colombia University in Jersey Jews
Bulletin Times, Lorraine-Dolor Jersey Times
Does release to Dr. E. O. Fairchild's address 2/3 to Citizens Year
Center Tour 7.2.4. in Bowlinger Times
Discussion of Center 6. Lodge to Conference (L.I.) Bowlinger Bulletin

[illegible] – Does release to Senior citizen Club Bird 4/12-22 to Jersey Jews
Bulletin Journal, Fairfield Times, Bulletin Club, Jersey Jews Bulletin,
Jersey Jews-Times, in Jew Jersey Times, Bulletin Jersey Times, Jersey
Journal, Jersey Jews, Bulletin Bird Bulletin, Jersey Jews Times,
Jersey Jews-Journal, Jersey Journal, Jersey Jews, Jersey Jews
Times-Bulletin, Bulletin Jersey-Times, Bulletin (2.2.) Bulletin Jersey
Journal (1.1.) Bulletin 6 Jew

[illegible] – Does release to Dr. E. Blackford Presidential meeting to Jersey Bird
in Bowlinger Times, Jersey Jews
Does release to Miss Jersey Journal Jersey Journal to Jersey Bird
Bird to all Dr. Bulletin and Bulletin
Does release to Bulletin 6, Jew, Jersey Journal 4/4 to Jersey Jews
Bulletin Times, Jersey Jews Journal, Jersey Journal, Jersey Jews
Does release to Louis Jersey's appointment to Committee for Public
Relations Build Jersey Bulletin 4/28-29, 2/2, and as an adjunct
for the all-Jersey Bird School Jersey Journal Bulletin 4/12 in Jersey Jews
Bird Jersey Journal, in Jersey-Bulletin Jersey Times
Does release to Bulletin Bird Jersey Journal (1.1.) in
Bulletin Times, and Jersey-Bulletin Jersey Times
Jew release to Dr. Jew Bird-Jew's Bulletin Jersey-Journal
4/2 in Bird School Jew's Club to Jersey Journal-Times
Does release to Bulletin to Jersey Journal Jew Jersey Jew in
Bulletin and Jersey Bulletin, 2/2, 4/12-4/1 to Jersey Jew
Bulletin Times

[illegible] – Does release to Jew 2.2.4. affiliate to Jersey Jew, Jersey
Bird Jersey, Jersey Journal Jersey Journal, Bulletin Jersey Jew
Does release to Jew School Bulletin's visit to Jersey 4/27 to Jersey
Jew, Bulletin Times
Bulletin Jew to Jew Jew 2, Bulletin to Jew, 2, Jersey, Jew
Jersey, in Jersey Jew Jew visit Jersey Jew School Jew 4/7

[illegible] – Does release to Mildred E. Dugood's appointment to Jersey Jew Jew
Cooperative Service School, 2/2, to Bulletin Times
Does release to Dr. E. E. Flower's appointment as a Jew for the
Jewish Legion Bird-Jew Jersey School Jersey to Jew 4/4 to Jew-
Jersey Times
Jew release to Dr. Jew Jew's Jersey Jew Jersey-Jew 4/4
in Jersey to Jersey Jew

3/26/52 - (cont'd) News release re Edgar C. Bye's participation in the National Council for Educational Travel meeting in Boston, Mass., 4/7 to Ranaque News, Paterson Evening News

News release re Dr. Otis C. Ingebritsen's appointment to the Evaluation Committee for Nutley High School 4/8-10 to Montclair Times

News release re Dr. E. DeAlton Partridge's appointment as chairman of the Commission on Economics in Teacher Education to Newark News, Montclair Times

News release re George F. Bacek's attending the National Aviation Education Council conference in Boston, Mass., 4/4-5 to Northern Valley Tribune (Tenafly)

3/27/52 - News release re new appointments to La Camana staff to Maplewood-South Orange News-Record, Bloomfield Independent-Press, Ventnor Crier, Hillside Times, Union Register, Ridgefield Park Sun-Bulletin, Atlantic City Press-Union, Audubon Weekly Register, Little Falls Herald, Dover Advance, Pomoton Lakes Bulletin, Newark News

Picture of Nutley music ensemble entering the State Instrumental Music Ensemble Festival to Montclair Times

3/31/52 - Biographical material re Dr. E. S. Fulcomer to Glenbury Woman's Club and Livingston AAUW chapter in connection with his talks 4/2 and 4/9, respectively

Other Activities:

3/12/52 - Tel. conf., Newark Star Ledger, re pictures of Campus Queen finalists

3/14/52 - Tel. conf., Newark News, re pic of Campus Queen crowning 3/15

3/20/52 - Pers. conf., Keeton Arnett, general assistant to the president of DuMont, and Ed Rasp re publicity for Montclair-Bloomfield TV Day 4/30

3/21/52 - Pers. conf., Dick Bacon, Newark News, re TV story

3/25/52 - Tel. conf., Oliver Allen, education editor, Life, re possibility of picture-story re United Nations Institute

3/26/52 - Tel. conf., Mr. Ostergaard, N. Y. Daily News photographer, re future picture stories

AN ANNUAL REPORT

for the year

1951- -1952

of the

Department of English

of the

New Jersey State Teachers College at Montclair

to

President E. Deaton Partridge

Edwin S. Fulcomer, Ed.D.
Head, Department of English
September 14, 1952

Dr. H. Destine Partridge, President
New Jersey State Teachers College at Montclair

My dear Dr. Partridge:

I have the honor to submit herewith the following report of the Department of English for the year 1961-1962.

I DEVELOPMENTS AND TRENDS

A. Undoubtedly the outstanding development of the English Department for the year 1961-62 was the Television in Education Workshop which under the direction of Asst. Instructor Edward C. Reap of the Division of Speech brought a group of noteworthy people to the campus for a day of Educational Television. The accomplishments of the workshop were described in detail in a brochure Educational Television Moves Forward prepared by Mr. Lawrence A. Cooper, Coordinator of the Project, and distributed widely throughout the state and, upon request, throughout the nation. Full particulars of this experiment in educational television will be incorporated into the yearly report of the Division of Speech.

B. The success of the experimental division of World Literature seemed to warrant continuation and increase and a second section of this Freshman requirement in English and Social Studies was accordingly assigned to Res. Prof. Hamilton. Asst. Prof. Clayton of the Social Studies Department joined him in the attempt to implement the philosophy of Cultural Background courses stated in the catalogue of the College. Two new sections will be continued in 1962-63, but no further collaboration will be attempted during the coming academic year.

C. No courses of study changes were authorized during the year, and the elective offerings were at a minimum because of the continuing emphasis upon elementary education courses, which take precedence over electives in completing the schedules of English majors.

D. The continued interest of the student body in the offerings of the English Department is evident in the number of registrations for courses in the Department and the number of students (14) who transferred from other departments to become majors or minors in English. Were it possible to offer a number of electives in contemporary literature, literary criticism, and creative writing, these registrations could be increased considerably among majors in other departments.

II SPECIAL PROJECTS AND ACCOMPLISHMENTS

A. Department members were active in the Bond Issue Campaign. Asst. Prof. Conrad served as narrator of the sound tract which dramatized the file prepared to demonstrate dramatically the physical needs of the State Teachers Colleges in New Jersey. Asst. Prof. Fox served as Chairman of the Speakers' Bureau, and Department members gave willingly of their time and talent to this worthy and successful cause.

B. Bulletin #17 Groups in Language from Kindergarten through High School to which the Head of the Department gave time and energy over a period of

eight years, was published and distributed by the State Department of Education in May, 1951. The Bulletin received favorable criticism from many educators and will be given serious study in graduate classes of the Extension Division.

C. Department members appeared on various Career Days in High schools throughout the State; they addressed Clubs, Service Organizations, and P.T.A. groups. The Head of the Department served as Curriculum Specialist at Institutes and In Service Workshops throughout the State whenever the college schedule would permit, appearing before 6? different groups during the academic year.

D. The 9th grade of College High School continued its experimentation in combining the subject matters of English and Introduction to Business. This class provides the only opportunity for Business Education majors to observe the teaching of their subject upon the Montclair Campus. Correlation between the subject matter of English and Business is attempted in written and oral composition and in a brief survey of vocational interests. There is no forced correlation attempted nor any attempt at a fused or core program. Emphasis upon fundamental speaking and writing skills continues throughout the year.

E. A scrutiny of grades given to Sophomore students in written composition indicates that the additional year's experience and growth enables a large group of students to perform acceptably in this vital area. The distribution of grades for the fall semester was:

No. of A	-	12	
" " B	-	26	
" " C	-	33	
" " D	-	1	
" " F	-	2	
" " Inc.	-	2	
		81	

The median grade is reckoned at B-.

Spring Semester

No. of A	-	11
" " B	-	37
" " C	-	28
" " D	-	1
" " F	-	1
" " Ind.	-	2
		80

The median grade is reckoned at B-.

These grades are indicative of a motivation and purpose differing from that of most Freshman composition courses. Only two members of the Department taught written composition in both semesters, and no common syllabus was followed. Such grades indicate a more than satisfactory ability to write acceptably by more than fifty per cent of the Sophomore students at Montclair.

As a check upon the validity of the composition grades, a survey of the English Fundamentals test of the National Teacher Examinations for 1950 reveals that while the 50th percentile point of the national norm was reached at the scaled score of 68, the MSTC at Montclair score at this point was 66. The 75th percentile at the national norm was a scaled score of 87, the 75th percentile at Montclair was 71. The English majors reaching a scaled score of 72 at this point.

The evidence seems clear, therefore, that no measurable loss in writing ability results from postponing training in written composition until the Sophomore year, and that a semester's intense work at the Sophomore level fur-

nishes all but about 5% with competent skills in this area by the time that they are graduated.

It is apparent, also, that there is definite need for the Composition Clinic to serve this group at Montclair, and administrative procedures should be devised and followed to see that these students reach this service center for remedial assistance by Miss Dix, director of the Clinic.

F. Student Teaching and Placement

During the Fall of 1951 the Head of the Department supervised the student teaching of two English Majors, one of whom was engaged in February 1952, to fill the vacancy of a teacher on leave from a N.J. high school. In the spring of 1952 the supervision of 58 English Majors was divided among eight members of the Department. Fifty-six seniors completed student teaching; two graduate students failed to complete this part of their training and withdrew from College. Placement of these graduates in the elementary and secondary schools of the state began before graduation and by September 1, 1952, there were no available English majors to fill positions which had suddenly become vacant. Sixty English majors, of whom fifty-eight could be recommended and placed in teaching positions, is a commendable achievement for both the College and the English Department.

G. Department Roster

1.	Professor of English	Edwin G. Fulcomer, Ed.D., Head, Department
2.	Associate Professor of English	Harold C. Cohn, A.M.
3.	" " " "	Lawrence E. Conrad, A.M.
4.	" " " "	William Paul Hamilton, A.M.
5.	" " " "	Russell Krauss, Ph.D.
6.	Assistant Professor of English	L. Howard Fox, A.M., Chairman, Division of Speech, 1952 Appointment
7.	" " " "	James F. Pettegrove, A.M.
8.	" " " "	Frederic W. Young, Ph.D.
9.	Instructor of English	William A. Bellows, A.M.
10.	" " "	(Mrs.) Hope Corso, A.M.
11.	" " "	Annie G. Dix (Molera), A.M.
12.	" " "	Ellen Kauffman, A.M.
13.	" " "	Irene Pennington (Deifrayder), A.M.
14.	Assistant Instructor of English	Edward C. Nagy, A.M.
15.	Instructor in Division of Speech Attached to Dumont Television Workshop Grant	(Mrs.) Beatrice Duncomby, A.M.

ENROLLMENT FIGURES FOR THE YEAR 1951-1952

SUMMER SESSION 1951

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
English					
S431	The Teaching of English in Sec. Sch.	3	1	9	Fulcomer
S436	The Modern Novel	2	1	20	Conrad
S421A	Shakespeare I (Tragedies)	2	1	18	Bohn
S475	Stagecraft	2	1	8	Fox
S442A	American Lit.I	2	1	12	Conrad
S442B	American Lit.II	2	1	11	Conrad
S443	Modern Drama	2	1	13	Bohn
S455	Reading Interests of H.S. Students	2	1	16	Fulcomer
S457	Workshop in Speech Activities	2	1	9	Ballard
S462	Group Discussion and Leadership	2	1	7	Ballard
S333	New Perspectives in World Lit.	2	1	7	Bohn
	Total Number of Sections		11		
	Total Enrollment		133		
	Average Course Enrollment		12		

FALL SEMESTER 1951

UNDERGRADUATE ENROLLMENT FIGURES

English					
100A	World Literature I	3	1	32	Bohn
100A	" " "	3	4	70	Ole
101A	" " "	3	2	54	Swallow
100A	" " Enriched Course	3	1	34	Swallow
100A	" " "	3	1	25	Fairgrove

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
English					
100A	World Literature I	3	1	18	Young
100A	" " Integrated Course	3	1	42	Young
	Total 100A			111	
101	Language Arts	4	2	54	Conrad
101	" "	4	1	43	Pettengrove
	Total 101			127	
105	Fundamentals of Speech	3	1	25	Kuriman
105	Fundamentals of Acting	3	1	19	Fox
106	Oral Interpretation	2	1	18	Gallaher
200A	Composition	3	1	25	Gorsch
200A	"	3	2	44	Dix
200A	"	3	1	24	Pettegrove
200A	"	3	1	17	Young
200A	" For Business Majors	3	2	35	VanDerveer
	Total 200A			145	
200B	Speech Fundamentals	3	1	15	Fox
200B	" "	3	2	29	Gallaher
200B	" "	3	2	50	Pennington
	Total 200B			94	
201	British-American Poetry	6	1	27	Crane
201	" " "	6	1	28	Pennington
201	" " "	6	1	19	Pettegrove
	Total 201			74	
204	Extemporaneous Speaking	3	1	27	Gallaher
205	Physics-Physiology of Speech-Hearing	3	1	24	Kuriman

Course No.	Course Title	Credit Hours	No. Sections	Total Enrollment	Instructor
English					
301A	Lit. for Adolescents	2	1	33	Utz
301A	" " "	2	1	46	Falconer
	Total 301A			65	
301B	Shakespeare's Major Plays	2	2	54	Soto
301B	" " " "	2	1	28	Vaughan
	Total 301B			82	
310	Journalism	2	1	4	Cardy
401	Teaching of English	2	1	23	Sum
401	" " "	2	1	27	Falconer
	Total 401			50	
402	Survey British Literature	4	2	36	Ryan
410	Speech Pathology	2	1	20	Kauffman
417	Methods Teaching Speech	2	1	28	Fox
418	Grammar for Teachers	2	1	24	Falconer
430	U.S. Classics	2	1	10	Gaither
431	Short Story	2	1	8	Cabral
435	Stagecraft	2	1	5	Fox
4614	Speech Clinic Practice	2	1	16	Kauffman
482	Audio-Visual Aids in Teaching Speech	2	1	19	Fox
484	Speech Psychology	2	1	9	Kauffman
	COLLEGE HIGH SCHOOL DEPARTMENT				
7th Grade Jr. High School English		4	1	30	Pennington
8th Grade Jr. High School English		4	1	29	Phipps
9th Grade Jr. High School English		2	1	28	Falconer
10th Grade Jr. High School English		4	1	29	Cantrell
11th Grade Sr. High School English		4	1	31	Young
12th Grade Sr. High School English		4	1	19	Sum

Total Enrollment College High School		178
Total Number Sections	8	
Average per Section		19
Total Enrollment Undergraduate Classes		1150
Total Number of Sections	52	
Average Class Size		24
Total Regular Instructional Load		1440
Total Regular Class Sections		59
Average Class Size		24
Increase in Enrollment over 1960		24

FALL EXTENSION ENROLLMENT

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
A1[illegible]A	World Literature I	3	1	1	[illegible]
A2[illegible]A	Composition	3	1	1	[illegible]
A2[illegible]A	"	3	1	1	[illegible]
A2[illegible]B	Speech	3	1	[illegible]	[illegible]
A3[illegible]A	Lit. for Adolescents	3	1	1	[illegible]
A3[illegible]B	Shakespeare	3	1	1	[illegible]
A3[illegible]	Journalism	3	1	1	[illegible]
A4[illegible]	Teaching of English	3	1	1	[illegible]
A4[illegible]	" " "	3	1	1	[illegible]
A4[illegible]	Survey of British Literature	3	1	1	[illegible]
A4[illegible]	Grammar for Teachers	3	1	1	[illegible]
A4[illegible]	U.S. Classics	3	1	1	[illegible]
A4[illegible]	Short Story	3	1	1	[illegible]

4481	Radio-Theatre Arts	3	1	1	Lapp
4487	Theatre and Society	3	1	18	Robb
4431A	Shakespeare's Tragedies	3	1	14	Ballito
4435	Stagecraft	3	1	5	Fox
4438	Speech Development	3	1	22	Gourley
4523	Great Books in Education	2	1	51	Krause
	Total Fall Extension Enrollment			101	
	Total Graduate Enrollment			80	
	Average Graduate Class Size			16	
	Total Enrollment Fall Semester			1327	
	Loss in Enrollment over 1950			1	
	ENROLLMENT SPRING SEMESTER 1952				
1003	World Literature II	3	1	26	Fix
1003	" " "	3	1	77	Hamilton
1003	" " Integrated	3	1	22	Hamilton
1003	" " II	3	1	30	Krause
1003	" " "	3	1	63	Pettegrove
1003	" " Integrated	3	1	72	Young
1003	" " II	3	1	17	Young
	Total Sections and Registrations		9	283	
102	British-American Drama	4	1	26	Pettegrove
102	" " "	4	1	[illegible]	Hamilton
102	" " "	4	1	23	Robb
	Total Sections and Registrations 102		3	116	
104	Phonetics	3	1	14	Williams
104	"	3	1	17	Lunsford
106	Oral Interpretation	3	1	11	Williams

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
200A	Composition	3	1	[illegible]	Pendleton
200A	"	3	1	17	Gorse
200A	"	3	2	[illegible]	Sis
200A	"	3	1	16	Young
	Total Sections and Registrations 200A		5	51	
200B	Speech Fundamentals	3	1	[illegible]	Gallers
200B	" "	3	1	28	Pendleton
200B	" "	3	1	7	Tacquary
200B	" "	3	1	15	Kauffman
	Total Sections and Registrations 200B		7	156	
202	British-American Fiction	3	1	23	Crouse
203	Speech Correction	3	2	50	Kauffman
302	American Literature	4	2	45	Conrad
407	British-American Biography	3	1	30	Conrad
415	Stagecraft	3	1	38	Fox
441	Modern Drama	3	1	39	Fulcomer
457	Working Speech Activities	2	1	17	Gallers
461A	Advanced Speech Clinic Practice	1	1	10	Kauffman
464	Speech Pathology	2	1	14	Kauffman
465	Speech Arts Activity	2	1	[illegible]	Gallers
	Total No. Undergraduate Sections Spring '52		63		
	Total No. Undergraduate Registrations			452	
	Average Class Size			32	
	Increase over Spring 1951 Enrollment			14	

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
	COLLEGE HIGH SCHOOL				
7th Grade	Junior High School English	4	1	33	Pennington
8th Grade	Junior High School English	4	1	29	Phipps
9th Grade	Junior High School English	4	1	29	Fulcomer
10th Grade	Senior High School English	4	1	29	Conrad
11th Grade	Senior High School English	4	1	31	Curtis
12th Grade	Senior High School English	4	1	29	Smith
	Total College High School Enrollment			176	
	Total No. of Sections		8		
	Average Class Size			29	
	Total regular sections Spring 1952		46		
	Total regular registrations Spring 1952			1155	
	Average Class Size			25	
	Total Regular Sections 1951-52		104		
	Total Regular Registrations 1951-52			2864	
	Average Class Size			25	
	Increase in Enrollment over 1950-51			41	
	SPRING EXTENSION ENROLLMENTS				
130 B	World Literature II	3	1	1	Hamilton
130B	" " "	3	1	1	Young
104	Phonetics	2	1	1	Tussebury
106	Oral Interpretation	2	1	2	Sullers
203B	Speech Fundamentals	2	1	1	Sullers
305	American Literature	4	1	1	Conrad
407	British-American Biography	2	1	6	Conrad

SPRING EXTENSION ENROLLMENTS (continued)

421	Short Story	2	1	4	Conrad
421	" "	2	1	16	Conrad
428	Victorian Novel	2	1	1	Pettegrove
428	" "	2	1	19	Pettegrove
445	Modern Drama	2	1	18	Fulbrear
449	Advanced Public Speaking	2	1	17	Fulbrear
	Total Undergraduate Extension Registrations			14	
	Total Graduate Extension Registrations			63	
	Total Extension Registrations			77	
	Total Number Graduate Sections		4		
	Average Extension Class Size			16	
	Total Graduate Registrations 1951-52			145	
	Total Graduate Sections		9		
	Average Extension Class Size			16	
	Total Extension Registrations 1951-52			178	
	Loss in Number Registrations over 1951-52			27	
	Loss in Number Graduate Registrations 1950-51			14	

SUMMARY REGISTRATIONS

Total Registrations in English Department Spring 1952	1658
Increase in Registrations of English Dept. over Spring '51	6
Total Registrations English Department 1951-52	2724
Increase in Registrations of English Dept. over 1950-51	4
Student Teachers Supervised	82
Teaching Hours Allocated to Supervision Student Teaching	13

H. Honors and Advanced Degrees

At the Commencement exercises on August 8, 1951, the degree of Master of Arts in English was awarded to Nancy Lynn Castellano, Richard John Harris, John Stuart Horton, and Marvin Shlofait. Anne Denis Goldsborough, the College Librarian received her Master's degree at this convocation.

At the commencement of June 13, 1952, Sally Cyrill, Gustave F. Swartz, Jr., and Charlton Theodore Holt were awarded the degree of Master of Arts in English. Jeanne Culliton, a Speech and English Major, received the American Association of University Women's Award, and five English Majors were graduated Cum Laude.

III PROBLEMS AND RECOMMENDATIONS

The problems of the report to the President of the College in 1951 still remain unsolved, and I have no further recommendations. The Department appears to be functioning with admirable esprit de corps and to hold the affectionate esteem of a major portion of the student body.

Respectfully submitted,

Edwin S. Fulcomer

Edwin S. Fulcomer,
Head, Department of English

September 14, 1952

ESF:cpt

ANNUAL REPORT OF THE DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
1951 - 1952

New Jersey State Teachers College at Montclair

The academic year, 1951-1952, brought new trends and developments to the Department of Health and Physical Education at the Montclair State Teachers College.

A. The Bond Issue legislation helped to bring about a new era in the Department of Health and Physical Education. A new physical-education building has been proposed. This will mean much to our department and college from a professional standpoint, as well as more gracious living within our own organization.

B. The outstanding events in the Department for the year are:

1. The first physical-education conference was held on February 29, 1952, at which time the physical-education minors were given their first glimpse of the field and what the future holds. Dr. Huber was responsible for this fine opportunity, and the conference was so successful that we plan to continue the idea.

2. The physical-education conference brought about another development in that the physical-education minors arranged for and had their first annual banquet with the Dean of Instruction, faculty members of the Physical Education Department, as well as with Mr. Everett Hebel, Division of Health and Physical Education.

3. It is with pleasure that the Department announces another first: The first Driver-Education Conference was also sponsored by our department on April 26, 1952. The panel discussion was outstanding, for on that occasion a number of points were treated which have been subject to question in the past. Panel participants included:

   a. Dr. E. D. Partridge, President of the College
   b. Dr. C. M. Huber, Dean of Instruction
   c. Mr. William Lyell, Bureau of Traffic Safety of New Jersey
   d. Mr. A. Schultze, New Jersey Auto Club, Newark, New Jersey
   e. Dr. Johnson, Supervising Principal of the Tenafly Schools, New Jersey
   f. Mr. Stewart Mead, Education Consultant, H.H.A., Washington, D.C.
   g. Mr. William Woner, Assistant in Secondary Education in New Jersey
   h. Mr. Math. Bolger, Managing Director, Foundation for Safety, N.J.
   i. Mr. James Sherwood, Deputy Inspector, Motor Vehicles

C. Another first: On May 16, 1952, at the Trenton State Teachers College, Mr. A. C. Coder represented the department and the college at the organization of the Teachers of Driver Education in the State of New Jersey. Dr. N. O. Schneider was elected president; Mr. R. N. Felzstadt, vice-president; Mr. Stewart Mead, secretary-treasurer. A constitution was adopted after the presentation by a steering committee headed by Mr. Felzstadt. The president was instructed to present credentials to the NJEA stating the intentions of the organization.

ANNUAL REPORT OF THE DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
1971 - 1972

The Jersey Shore Teachers College at Ravinhill

The academic year, 1971-1972, brought new trends and developments in the Department of Health and Physical Education at the Jersey Shore Teachers College.

1. The Good Times Legislation helped to bring about a new era in the Department of Health and Physical Education. A new physical education facility has been proposed. This will soon come to our department and College from a professional standpoint, as well as some pressure lifting already has set in.

2. The extracurricular events in the Department for the year were:

a. The Fifth Physical-Education conference was held on February 20, 1972, at which time the physical-education clubs were given their first glimpse of the field and what the future holds. Dr. Smith was responsible for this fine opportunity, and his committee was successful that we plan to continue the idea.

b. The physical-education conference brought about activity development in that the physical-education minors arranged for the five major fifth semester students with the Dean of Instruction, Faculty Senate of the Physical Education Department, as well as also to. Joseph Mead, Director of Health and Physical Education.

c. It is with pleasure that the Department announces recent first, the first Power-Squadron Conference for Life Conducted by the Department on April 26, 1972. The great discussion was successful, for we had twenty-one a number of people were invited which have been subject to question in the year. Great recreational Lundmark.

a. Mr. S. D. Pearlstein, President of the Outlook
b. Mr. C. R. Mead, Dean of Instruction
c. Mr. William Lynch, Director of Traffic Safety of the Jersey
d. Mr. A. Hamilton, the Jersey Area Club, Dennis, the Jersey
e. Mr. Johnson, Superintendent Principal of the Jersey Schools, the Jersey
f. Mr. Edward Jack, Scientific Consultant, Atlantic, Pennsylvania, Inc.
g. Mr. William Moser, associate in Community Education in the Jersey
h. Mr. Hale, Helper, Energize Director, Foundation for Safety, Inc.
i. Mr. Jesse Sherwood, Deputy Inspector, Water Patrol

3. Holiday Clinic. On May 24, 1972, at the Jersey Shore Teachers College, Mr. A. C. Cooke organized the Department and the College in the organization of the Department of Water Safety in the State of New Jersey. Mr. R. D. Schneider was elected president, Mr. A. R. Pearlstein, vice-president, Mr. Edward Mead, secretary-treasurer. A committee was adopted after the presentation by a steering committee guided by Mr. Pearlstein. The committee was instructed to present suggestions to the full meeting the interests of the organization.

D. The Sports Story for 1951 - 52

1. The fall program in athletics drew the football schedule to six games. We had the unfortunate experience of having polio visit our squad on September 6th, and everyone was under quarantine until September 24th, under the County Medical Director. Our season was cut short due to this unfortunate experience as well as to poor weather, and we finished playing five games - three lost, two won, due to the circumstances cited above. We hope for better things in the future of football.

2. The winter basketball program was under way on December 1st, and we completed a schedule of 23 games, winning 18, losing five, and taking second place in the N.J.I.A.C. Championship. We were in the playoffs for the championship but fell short at the final whistle.

   Our schedule featured a game with St. Joseph's, Philadelphia. We have established a fine relationship with that institution, beginning in 1950, and we hope to continue the playing of this game.

3. In our spring program, we can be proud of two State Championships in track and in baseball for 1952. This was the fourth-year repeat in track, and we have been able to win the baseball championship in 1950 as well as in 1952. The track schedule included seven dual meets, Penn relays, Seton Hall Relays, and the N.J.I.A.C. Championship as well as the Metropolitan Small College Championship. We were happy to win the small college class Relay Championship at the Penn Relays this year. In baseball, we had a vigorous schedule of 24 games including the southern trip of which we are very proud, and we feel that the team is to be congratulated for such effort. The expense is carried by the players, which makes it even more commendable. This schedule included teams of the calibre of Fordham, St. John's University, and Seton Hall. The tennis team carried a 13-game schedule of which nine engagements were played; the others were called because of the weather. The season didn't produce a champion, but our team did well against its opponents. We hope for a better season next year.

   The golf team experienced a rebuilding process due to the graduation of its best players. We hope for a better season next year. Ten matches were scheduled for the year; and although we didn't get above 500 on the wire side, the team represented our college remarkably well.

   The bowling team is a new inter-collegiate activity. Plans for the coming year should bring improvement since this was our first year. We are again happy to see our college represented in a new activity.

   Fencing has been a growing intercollegiate sport for three years. We are glad to see our team reorganized and standing respected among its opponents. We are anxious for its success and believe that this coming year will place our team among the best in the state.

   Our college athletic program is controlled by the Montclair Athletic Commission consisting of five members, three faculty members and two students. This group has been able to authorize an eight-sport

6. The Sports Scene for 1971 - 72

1. The fall season is distinguished by the football problems in the junior, the two varsity soccer experiences of Darryl Philip which are among the highlights of the year, and winning the water polo championship. Coach Bob Stevens, under the County Medical Director. The season was not short due to this intercollegiate competition as well as to poor weather, and we included playing five games - three home, two away. We hope to be championships which above. We hope for better things in the future of football.

2. The winter basketball program was under the of Charles Ill, and he completed a remarkable of 21 games, winning 13, losing five, and taking second place in the S.C.I.A.A. championship. We owe to the players for the consistently our full share in the final victories.

Our wrestle Tournament a year with Pt. Loma's, outstanding. We have established a fine relationship with that institution, defeating them 19-18, and we hope to continue the playing of this rule.

3. In our spring program, we met by rules of the Pacific Conference to hold and to tournament for 1972. This was the conference report in March, and we have been able to our the tournament successfully in 1972 as well as in 1973. The track schedule included three dual meets, home and away, three all talent, and the S.C.I.A.A. Therefore only to well in the Intercollegiate Small College Championship. We were happy to win the small college class Water Championship at the home during this year. In football, we had a winning schedule of 8 games including the exciting win of which on our very school, and we feel that the best. It is to be competitive for each school. The expense is carried by the players, which makes it even more commendable. This schedule included games of the matches of Pomona, St. Louis University, and Azusa Pacific. The tennis team recorded a fine schedule of which three encounters were playoff for winners were million leaders of the matches. The second doubt playing a champion, but we take the to will against its opponents. We hope for a better season next year.

The golf team experienced a disappointing season due to the graduation of its best players. We hope for a better season next year. The matches have scheduled for the spring and attempt to start at Azusa Pacific and the other matches represented our million championship will.

The bowling team is a new intercollegiate activity. Since the the coming year should bring improvement since this is our first year. It is our hope to be our college representation in a bowl championship.

Fencing has been a growing intercollegiate sport for three years. We are glad to see that been recognized and attention received among the opponents. We are seeking the the schools and feeling that this coming year will place our team among the top in the S.C.I.A.A.

The golfing athletic program is sanctioned by the Commission (and is responsible conducting of this sports, home handle sessions and the students. This group has been able to schedule an significant

schedule on a $7570.00 budget. The Department believes that there is no program actively engaged in our area which can match it in budget economy, schedule, equipment, health insurance, awards, and general all-around treatment of its students. The Department again operated the Driver Education Program in the summer session during August 11 - 23, 1952. We are pleased to state:

a. We are the only course strong enough to be offered this summer.

b. We have a faculty of 12 people strongly assisting in this program. All are specialists in their own way.

c. We have the following agencies involved:

(1) N.J. Motor Vehicle Division
(2) N.J. State Highway Police Division
(3) N.J. State Bureau of Traffic Safety
(4) N.J. State Division of Secondary Education
(5) N.J. State Safety Council
(6) N.J. Foundation for Safety
(7) N.J. Auto Club
(8) AAA Work D.C.

d. We have certified 22 teachers in Driver Education this year, 1952.

4. The results of the College Physical Education Conference showed:

a. A weakness in our course offerings as measured against the needs in the field.

b. Reorganization of the minor field to bring about more practical training.

c. An admittance that before we can ever achieve a major in physical education, we must have a very strong minor.

d. If two years of college gymnasium classes are required for graduation, then credit should be given.

5. The Department feels a definite need for changes in its curricula as discussed in departmental meetings this year.

6. The M.G.C. is, as of this year, self-sustaining - i.e., there is no financial aid coming from sources other than S.G.A.

7. The College has enjoyed its fourth year as members of the N.J. I.A.C., and we are pleased with this activity.

8. The N. J. I. A. C. has gone over the report on athletic policy and has been revising the details with reference to this activity so that our conference will conform to the proposed athletic policy as set up by the American Council of Education.

9. The staff of the Department met last spring twice and made recommendations to the administration concerning floor space for

for different areas in the proposed physical-education building.

10. The Physical Education Department found that not only are we expected to prepare secondary-education teachers but also those in the elementary-education field.

11. Again our intra-mural program was highlighted by a vigorous basketball and softball schedule. The tennis program was handicapped because of the weather. The touch football program ran well into October - before the winter program was begun.

This report presents an overview of a most enjoyable year. We encountered a most enriching experience of leading and teaching our students a better way to live in the field of physical education.

Respectfully submitted,

A. C. Coder
Acting Director of Athletics

ACC:mmf

September 30, 1952

1. SUMMARY OF THE DEPARTMENT'S DUTIES AND LOAD.

This year is a period of decreasing College enrolment and of evaluation. It may be helpful to try, first, to give a brief overall picture. What are the tasks of the department? To what degree are we accomplishing them?

The answers depend partly upon what is meant by Integration. The term here seems to have two, not necessarily conflicting, meanings: integration in the student's experience and integration in the College program.

M.S.T.C. has the practices which tend to insure the latter kind of integration to perhaps greater degree than is attained in any other teachers college: first, having faculty members in all subject fields teach in the College High School and, secondly, having all faculty members participate in the supervision of student teachers out in the public schools. To improve further our integration in this sense of the term seems to require primarily concentrating attention on integration in the student's experience.

The latter implies, in general: (1)learning each student's needs not only through classwork and written tests but also through active experiences, especially in dealing with children and adolescents; (2)prescribing experiences to help meet those needs; and (3)keeping a "cumulative record" of needs, experiences, and results in order to guide the student more intelligently.

A big advance was made in the past year or two by providing not only more student participation in the C.H.S. but also more opportunity for students and C. H. S. instructors to discuss their work together both before and after the C. H. S. observations and participation. This was made possible by scheduling certain hours of C.H.S. work along with certain College courses, both preferably under the responsibility of the same College instructors. All departments have arranged some such scheduling. One department, science, has arranged it for all four years of a student's career, although not in all years providing both observations and the related College course under the same instructor.

Recommendation No. 1: That next spring the scheduling of College courses be revised to permit still further integration with C.H.S. classes.

When we come to place student teachers in the second semester of their Junior year, we have been badly handicapped by the lack of cumulative record cards which could show at a glance a student's scholastic record and average, his photogenic, and especially his marked strengths and weaknesses, if any, in preliminary professional laboratory experiences.

Mr. Davis has recently made progress in recording some data concerning a student's extra-class activities and achievements on our record cards. But the cards themselves are inadequate. We also need to get records not only from the students themselves as now, but also from faculty members and perhaps others. And we need to record the activities of faculty members who have supervised the students' preliminary practice. The whole task of getting and recording these data is not impossible if we concentrate effort at first upon the relatively few students who show pronounced deficiencies.

The records and responsibility for this might well be centered in Mr. Davis's office.

for a student's first two and a half years and in the Integration Office for the last year and a half (in time to be used in April when we assign students for their senior student teaching).

Recommendation No. 2: That we more thoroughly test each student in action early in his college career, provide appropriate experiences for the development of students with pronounced deficiences, and revise our cumulative record cards so that needs, activities, and results can be recorded (and appraised at a glance by those in charge of guidance and student teaching).

One obstacle to improvement is the number of irons which the Department has in the fire or rather the insufficient time to care for those irons ideally. In the following summary of tasks other than classroom teaching and student-teaching supervision, besides the department members mentioned who are given time on their loads for the various tasks designated, the names in parentheses indicate members who care for a particular task in addition to their scheduled loads. All members aid at times in many of the tasks for which Mr. Fraser alone is responsible.

General tasks for all department members

1. Professional relations, especially with school administrators
2. Participation in professional conferences--state, regional, and national
3. Study, research, and writing

Other tasks

4. (Atkinson--10 s.h. per semester) Administration of the College High School
   (Smith--4 s.h. per semester)
5. Placement of seniors in positions upon graduation.
6. "Follow up" of graduates in their first year of teaching
   (Sperle--6 s.h. the first semester)
7. Reading clinic
   (Ingebritson--3 s.h. per semester)
8. Guiding individual students who need psychological help
   (Davis--3 s.h. per semester)
9. Orienting freshmen to College and the profession
   (12,18,19,20,21,22 below
   (Fraser--3 s.h. per semester as department head, 3 s.h. for professional laboratory experiences.)
10. Interviewing and appraising prospective freshmen
11. Discussion and administration of "professional laboratory experiences" prior to student teaching.
12. Making and filling out cumulative record cards (With Mr. Davis)
13. Review and improvement of observations and participation in the C.H.S.
14. Discussion and making of undergraduate teaching schedule
15. Review and improvement of undergraduate courses, secondary and elementary
16. Providing laboratory experiences following student teaching
17. Discussion and making of graduate schedule of teaching
18. Review and improvement of graduate courses (With Mr. Davis)
19. Registration of graduate students (With Mr. Davis)
20. Making and maintaining graduate comprehensive examinations (With Mr. Davis)
21. Supervision of M.A. thesis: plans and accomplishments (With Mr. Davis)
22. Conferring with candidates for certification (With Mr. Davis)

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23. Selection of elementary schools and teachers for juniors in Junior Week.

[illegible] (continued)

24. Corresponding and telephoning to place seniors for student teaching.
25. Determination of seniors for Junior Week (Mr. [illegible] and Mr. [illegible])
26. Corresponding and conferring with principals and teachers regarding [illegible]
27. Appraising and recording of reports from schools [illegible]
28. Appraising the "[illegible]" of seniors regarding Junior Week (Mr. [illegible])
29. Providing laboratory experiences according to results of Junior Week
30. Selection of secondary and elementary schools and teachers for senior teaching
31. Corresponding and telephoning to place seniors for student teaching
32. Indoctrination of seniors for student teaching (April, December, January)
33. Corresponding and conferring with school people concerning senior teachers.
34. Appraising and recording of reports concerning student teaching.

Three changes have been made in next year's load of department members for the Alumni tasks. Mr. Davis and Mr. Ingebritsen have been given 3 s.h. instead of 2 s.h. for their tasks. Provision for department-head work has been reduced from 4 s.h. to 3 s.h. And 3 s.h. have, for the first time, been given for "coordinating professional laboratory experiences". These new provisions will aid materially. They are still inadequate chiefly, perhaps only, to provide for follow-up of our graduates in their first year of teaching.

Recommendation No. 3: That the advisability of providing staff time for better follow up of our graduates be considered.

2. OTHER UNDERGRADUATE INSTRUCTION

According to schedule plans for next year the average enrollment in Integration classes will be lowered to below twenty per class in most courses. This is to [illegible] current for reasons given in previous reports.

Efforts to correlate Elementary Education classes continue. Since we have no demonstration elementary school, the following recommendation is made.
Recommendation No. 4: That, where possible, Elementary Education classes (especially Int. 472 and 473) be scheduled in two-hour periods in the afternoons so that their students can make observations in public elementary schools.

3. THE COLLEGE HIGH SCHOOL

Our practice has been to have the C.H.S. principal directly responsible to the Dean and President, and to have the Integration Department concerned mainly with the Integration of C.H.S. work and College observations or participation.

It might be noted that Recommendations 6 and 7 of last year's report have been carried [illegible] namely, that meetings of the new principal and department heads, as well as all C.H.S. teachers, be held occasionally to consider C.H.S. needs; and that department heads collaborate with the principal, as well as with the College administration, this spring in determining C. H. S. admissions, dismissals, and probations.

The chief remaining needs in the C.H.S. for teacher-training purposes which have become apparent in recent years are three: (1)a more comprehensive student-body, more like the kind which our student teachers and graduates will have to teach; (2)a more comprehensive supervision and guidance program, more like that prevalent in New Jersey schools with their homerooms, supervised corridors, etc.; (3)a core program in one or two grades which illustrates this growing feature of many American schools.

4. JUNIOR WEEK

Junior week was made a decided success in the written opinions of both students and school training teachers and principals. It was administered as last year with one exception. Circumstances showed that, because of placement in schools, a mid-term examination, and holidays, a week late in October is more desirable. It is planned to use this week in the coming year.

One difficulty arose. Music majors were assigned to music supervisors in the lowest three grades instead of to regular teachers in grades three through eight. This unique assignment defeated the main purpose of the week, which is to give our students experience in the full-day work of a typical elementary teacher. It also led to an administrative difficulty: to get these music majors accepted on short notice. School superintendents apparently have little difficulty or hesitation in making a one-week assignment with a regular elementary teacher on short notice, but a great deal in making such an assignment with music supervisors.

Recommendation No. 5: That all students be assigned to regular elementary teachers for this week; or that, if music majors must be assigned to music supervisors instead, they be assigned for some later week.

A few students were again excused from Junior Week because of schedule difficulties. Recommendation No. 6: That, if possible, juniors be refused registration in non-junior classes the first semester.

5. STUDENT TEACHING IN THE SENIOR YEAR

This program went forward as successfully as usual. A great majority of students proved to be good prospective teachers and left good impressions in their schools.

A few students--twelve out of 208 or 5%--hurt the reputation of the College. At least twenty more--more than 10% of the total--were notably weak and called forth strong adverse criticisms from training teachers or principals. It may be helpful to record names in this list for future references: (Social Studies) Dandeneau; (English) W. Thomas, Sweet, Kersten; (Science) Boyansky, Kanciurzo; (Music) Sulecki, Platt; (Mathematics) Lafermore; (Language) Sayers, Finelli. The list could be extended to show that, as in every year in the past five years, each department has had at least one student teacher so deficient as to reflect decidedly unfavorably upon the College. The need here is Recommendation No. 2 above.

Marks in student teaching continue to be relatively very high and, in the cases of some weak student teachers, are misleading. Marks of Integration and Major Department supervisors are about equally high. Those of training teachers much higher. Training teachers are usually frank in admitting that they give B's or even A's to very weak student teachers because they do not wish to blacken the students' future and also because a student teacher becomes "practically one of the family".

6. PLACEMENT

With upward more requests for teachers came than ever before in recent history. Despite the fact that students consecutively could actually postpone accepting positions, the placement by mid-July was already equal to that of mid-September

last year*--with senior classes of equal size to be placed.

The level of placements is significant: 102 (70.9%) signed contracts in elementary schools, 42 (29.1%) in junior and senior high schools combined.

Since the decline in high school enrolment in New Jersey will continue until the fall of 1955 or 1956 (until the increase due to higher birth rates beginning in 1942 reaches a mid-high school grade, probably the ninth) the importance of continued preparation of elementary teachers here is obvious, for at least three or four more years. The crest of the birth-rate curve in 1946 is just entering the first grade. Since the birth rate has been maintained since 1946, the elementary school enrolment will increase by 40,000 per year until the children born in 1942 reach Junior High School in the fall of 1954 and will then increase by at least 20,000 per year until the children born in 1946 reach Junior High School in 1958. Thereafter it apparently will level off.

Both last year and this a study was made of the preferences of our seniors after student teaching. The results were almost the same both years. 45-50% preferred decidedly to teach in high schools. 30% like secondary and elementary teaching about equally well. 20-25% strongly preferred elementary teaching.

Our present double program, therefore, is giving students a decided advantage over their predecessors or over the graduates of most other teachers colleges--at least in vocational placement. It gives about a fourth of our graduating classes an opportunity to avoid a level of teaching where they would be unhappy and inefficient.

Recommendation No. 7: That we discuss possible ways to retain the advantages of this double program with a minimum of disadvantages.

It might be possible, for instance, to give a little preliminary practice teaching in both elementary and secondary levels, and thereafter to let students choose the level in which to specialize in their senior year (or junior and senior years).

7. GRADUATE INSTRUCTION

Many department meetings were held in the past year in order to discuss the advisability

*The placement on September 21, 1951 (before we received full returns from questionnaires) was as follows:

	Elementary	Junior High	Senior High	Total
Business	6	6	4	16
English	21	6	8	35
Language	13	0	4	17
Mathematics	6	9	5	20
Music	4	5	1	10
Science	4	3	1	8
Social Studies	30	4	9	43
TOTALS	84	33	32	149

(The above was the last analysis made according to both departments and levels, since our final report to the State Department does not call for levels.)

and especially the feasibility of requiring one or more seminars or workshops of all graduate students. It was agreed that we might well require one two-day seminar and preferably combine it with Int. 503, making a 4 s.h. course.

This requirement is a great step forward since it assures more individualized instruction and also considerable experience in research by every student.

If in this course a student could complete a thesis or project of commendable quality, the possibility exists that his comprehensive-examination requirement would be waived--as provided in present regulations.

It is understood that next year the 4 s.h. seminar course (Int. 503) will be optional and that as soon thereafter as feasible it will be made compulsory.

The Integration Department continues to enroll some graduate students who choose to major in it, not because they are primarily interested in either Administration and Supervision or Personnel and Guidance, but because they do not wish to major in any of our other fields. Either they are not qualified to do graduate work in any of our other fields, or they have already done sufficient work in them as undergraduates. In other words, these students (many of them undergraduate majors in elementary education, home economics, industrial arts, physical education, or art) want graduate work which will help them (a) become better classroom teachers, (b) understand their schools and profession better, and (c) improve their general culture. At least a few of them want to fit themselves for "core" programs.

Recommendation No. 8: That we make better provision for the above students--perhaps in a third major.

Recommendation No. 9: That we reconsider what preparation to offer, if any, for core programs.

3. EASTERN STATES ASSOCIATION

This association meets in March when our seniors are out student teaching. We have not made much use of its meeting because of lack of preliminary and follow-up discussions concerning it.

Recommendation No. 10: That the instructors of the junior and (or) sophomore integration courses be made responsible for our participation in this meeting.

Mount G. Fraser

Annual Report

The Foreign Language Department

A. Developments and Trends 1951-1952

During this year, the devotion of the Language Staff to the purpose of improving the quality of instruction has not diminished. We feel that the department is alive. The objective of providing the newest techniques and ablest instruction for our language graduates has not waivered. We are endeavoring to familiarize our students with the use of the latest electronic devices so that they may be ready to employ these in their prospective jobs. We are also emphasizing realistic dialogue as a primary source of usefulness. Our students continue to be sought for and accepted by school principals through out the state. The continued interest on the part of the public in subjects that meet immediate economic demands is unfortunate. The refining of personality is a result which training in the humanities produces. The attempt to treat education as a business following the law of supply and demand, with increased production as the criterion for subject matter, is regrettable. This insistence on quantity has a cheapening effect on our national culture. The fact that German, Italian, Latin as well as Spanish and French persist in the curricula of numerous high schools reveals their lasting vitality. An ever present need for teachers in these fields is self-evident.

B. Latin

High School

The knowledge of Latin as subject matter has greatly improved. Several years ago the class instruction was found to be drifting toward translations in English. After vigorous oral training, the groups now are understanding the original material and the significance of our heritage from Roman civilization. As a second major objective, the classes search for universal human relationships and values. In the

Annual Report

The Foreign Language Department

A. Development and Trends 1964-1965.

During this year, the division of the language department as the process of improving the quality of instruction but not statistics. In fact last the department is also. The objective is providing the best possible and solidly instruction for our language graduates and not numbers. We are committing to qualitative per according. In the use of the latest audio-visual method so that they be ready to apply some to basic conversation level. We are also experimenting multiple courses as a pilot, means of medium. The students continue to be engaged in and language or second [illegible] during the year. The continued interest in the work of the public in subjects such most language is economic benefits to [illegible]. The relating of [illegible] is a result which [illegible] in the [illegible] programs. The attempt to [illegible] is [illegible] relationship the law of supply and demand. The increased [illegible] the criteria for subject matter is [illegible]. This increase in quality has a tremendous effect on our college [illegible]. The last but [illegible], Italian, with as well as Spanish and French serve in the curricula of numerous high school [illegible] [illegible] facility. In ever present need for [illegible] in [illegible] is [illegible].

B. [illegible]

High School

The knowledge of Latin as subject matter in the [illegible] increases. Several years ago the class [illegible] was [illegible] to [illegible] translations in English. After signed and [illegible], the [illegible] are [illegible] the original [illegible] and the [illegible] [illegible] [illegible] from [illegible]. [illegible] major subjects, [illegible] [illegible] for [illegible] [illegible] [illegible] and [illegible]. In the

third place, the important connection between Latin and our language is kept to the fore. The enrollment has held up well in spite of the introduction into the high school of a third language, Spanish, and in spite of the insistence on greater mental discipline by dealing with the original Latin.

College

In spite of the noble and continuing efforts of Dr. Freeman in his various committees to increase the demand for Latin, he has failed. We do not find our enrollment to be increasing. The usual fluctuations are taking place. In 1950, the freshman group had three majors, in 1951 this rose to six, but in 1952 fell to one. The latter was not allowed to participate with the six students minoring in the course. In order to save expense and time, the upper divisions in Latin were combined into one group. Thus there are six in the beginning group and seventeen in the advanced group. This policy was adopted earlier in the history of the college, It is important to note that there were more requests for Latin teachers than we had graduating seniors.

Latin phonograph records are being made for the high school students to take home. These will form a high school record library. This offers additional training for the student in the home. It helps to retain his interest. He learns more easily. The High School joined the Junior Classical League of America. The New Jersey Chapter will meet at Montclair this spring. The High School took a trip to NYC to see Quo Vadis and the Metropolitan Museum. Dr. Hatch gave a demonstration class in Third Year Latin before the New Jersey Classical League. Mrs. Knecht directed a Latin play based on the Aulularia. Her 10th grade class participated. Dr. Hatch read a paper and gave a demonstration on Techniques of Teaching Modern Languages before the Newark Association of Modern and Classical Languages.

[illegible]

[illegible]

[illegible]

French.

This year French is being given by Miss Tonone in the eighth grade in the high school. It is being well received. We have a program in which the college observers of the senior year will participate in that work. This will give them more poise before going out for practice teaching. We have also arranged an entrance test for the college freshmen, so that we can better help them to find themselves. We have started a language laboratory which Mrs. Knecht is operating. The freshmen in French meet with her regularly to improve their pronunciation and conversation. This important step supplements the work done in class by Miss Tonone. We find the entering freshmen deficient in phonetics and conversation. We have two students going to France; one will teach English in a French school and continue his studies in French. The other will enter a lycée. Two girls returned from a year's work in France. They have spoken in different high schools of their experiences abroad. They prepared programs during their practice teaching about their studies in France. This included songs, dances, and recitals which they learned there. Both of these girls helped to give conversation lessons to needy members of the French department. There were the usual field trips to New York to explore possibilities for jobs. They also investigated the services of the Frick Museum, the French Building of Radio City, the French consulate, as well as French restaurants and movies. Several lectures were attended. The High School under college supervision planned a "Shrove Tuesday", a "St. Catherine's Day" and a French dinner.

The French group participated in a folk dance progam on U.N. birthday, and at a function in the YMCA, and before the Alliance Francaise.

The latter gave us $57 for the French student who has shown the most progress during the year. The French club raised money for the relief work of children. Many packages of clothing, Christmas cards, gifts and toys went to Nassau, Martinique, Formosa, and France. At Easter time, the Juniors went to Bloomfield to teach Mrs. Conrad some dances which she used with her folklore group. The French students also participated with some Newman Club students at a benefit tea given for a French Benedictine Monastery. The French Club sponsored a drive for the Bond Issue campaign at MSTC and raised $100 for it. Contacts have been kept up with Laval University in Quebec. We received several scholarships again from them for our students to take work there during the summer.

D. Spanish.

The teaching of Spanish was introduced into the eighth grade in the High School for three periods per week. The method used is that suggested in the "Guide for Teaching Spanish" sponsored by the Secondary Division of the Department of Education of the State of New Jersey. Miss Escoriaza worked as consultant for the Committee who prepared the guide. This is given to the students who wish to use it when they go practice teaching. The results in the high school have been highly satisfactory. Most of the students are continuing the work in the ninth grade. This year we sent a student to the University of Madrid. We have another student who intends to go there. During the year, the Spanish students have put on folklore programs. One of the most interesting was the Mexican program arranged for television for the fifth grade. A news reel was made of the same material for the Associated Press.

Other programs were given before the Young Women's Christian Association, the Newark Grade Teacher's Association, the Montclair War Memorial Fund Association and the Americas North and South Study Club of Montclair. Field trips were taken to the Hispanic Museum in New York, to a Spanish Restaurant and Spanish Play at Barnard College, also to the Pan American Folklore Program at the Mc Millin Theatre in Columbia. In addition once a week during the winter, Mr. Hatch drove at his expense a group over to the Casa Hispana for the Columbia University graduate programs. On one of these occasions, the young people were entertained at a tea by Professor Navarro Tomás. Miss Escoriaza was in Spain during the summer and collected materials for a folklore festival She also arranged for renewal of student exchange at the University of Madrid.

B. Enrollment.

September, 1951-January, 1952

French	101 12	201 17	301 7	402 18	
Spanish	101 22	201 18	301 13	402 21	405 14
Latin	101 9	201 4	402 14		
Language	300 33 29 19 20	401 29			

January, 1952-June, 1952

French	102 11	202 13	302 6	404 11
Spanish	102 17	202 16	302 12	404 13
Latin	102 8	202 4	302 6	404 6
Language	300 21 24 35 31			

C. Staff

The language staff was as follows:

A. B. Hatch, Acting Head, Associate Professor of Languages

Teresa De Escoriaza, Associate Professor of Spanish

Germaine P. Cressey, Assistant Professor of French

Valentine Tonone, Assistant Professor of French

Mathilde Knecht, Instructor in Latin and Linguistics

Filomena Peloro, Instructor in Spanish (on leave)

Lydia Caliandro, Instructor in High School Latin

Mrs. Conlon, Substitute Instructor in Spanish

Recommendations

We need a sound proof listening room, where the students may practise songs and rehearse dances without disturbing others. We need a laboratory with electronic devices. In view of the continuous demands for programs from the high schools, definite time should be allotted for teaching and rehearsing of songs and dances. This should appear in the catalogue under Folklore. More time is needed for electives. Students in other departments would like to enter some of the language courses. Our students need to include in their schedules a course in European History to supplement what we can give them. In view of the small number enrolling in Latin, we should offer a minor in Latin, and a minor in German. We then can train persons qualified to teach both these subjects. The presence of both Latin and German in the curricula of the high schools in the state is an obvious demand for such a service to be rendered by the State Teachers College. The present staff can handle this work adequately without additional expense. An independent survey made by Dr. Hatch shows that the activity in the field of German has increased since the war.

6. Chart

The language [illegible] is [illegible]

1. Is [illegible] [illegible] [illegible]

REPORT OF THE MATHEMATICS DEPARTMENT

for
ACADEMIC YEAR ENDING
SEPTEMBER 8, 1952

I. TRENDS AND DEVELOPMENTS

There were many events in the past year that put a gray aspect on what had previously been a rosy future for Montclair and its service to the State. Among these were the dreary picture of Montclair's lack of facilities, so widely advertised in the bond campaign; the misleading report of the Chamber of Commerce; the attempt to train elementary teachers, with an inadequate staff, without proper equipment, and with an insufficient background of elementary courses; influencing well-trained secondary teachers to take positions in the elementary school for which they were not properly trained and for which they had no wish; the twenty-five per cent cut in the graduate work with its inevitable result of a lessened demand for a master's degree at Montclair, particularly in Mathematics and Science where the number of courses has never been large.

The Bond Campaign and the Chamber of Commerce reports might well result in fewer bright students applying for admission. The elimination of all elective work to provide elementary courses, can have only a deleterious effect on the training of secondary school teachers, a task that Montclair has so well performed for many years.

It is hoped that these effects will be only temporary, and that Montclair can soon look toward a brighter future.

Services of the staff to the state and nation follow.

Dr. Davis H. Davis

Dr. Davis attended these conventions: New Jersey Teachers College Association at Trenton, on October 19, 1951 and on May 23, 1952; New Jersey Education Association, Atlantic City, November 10-12, 1951; New Jersey Association of Mathematics Teachers, New Brunswick, May 3, 1952.

He was a deldgate to the Teachers Pension and Annuity Fund meeting at Trenton, October 20, 1951.

He served on these committees; New Jersey Pension and Annuity Fund; Graduate Committee, usual type of work plus work on the evaluation of the college system; Evaluation committees, chairman for sub-committee reports; Administrative Council activities, largely work on reports of evaluating committees.

He was an advisor of students.

Dr. Davis is completing another book on College Mathematics. It is scheduled for publication by Addison-Wesly Press, Cambridge, Massachusetts, during 1953.

Dr. L.N.H. Bunt, Professor of Mathematics and Director of Education Research, University of Utrecht, is in charge of teacher training in the Netherlands. After reading ~~my~~ Dr. Davis' book on The Teaching of Mathematics, he has been interested in our program of training teachers of mathematics. He has applied for a fulbright award. If successful in obtaining it, he expects to visit our institution to study our system of teacher training.

PROFESSOR PAUL C. CLIFFORD

Professor Clifford is president of the New Jersey Association of Mathematics Teachers. He conducted three meetings of this association this year. He is a member of the Joint Committee on

Dr. Davis - Iowa

Dr. Davis attended some conventions: the Junior Juniors College Association at Denver, on January 13, 14; and on May 22, 1951; the Junior Colleges Association, Atlantic City, November 12-14, 1951; the Journal Association of Colleges Teachers, San Francisco, May 2, 1952.

He was a delegate at the Montana Teachers Association and Montana Education Association, October 4, 1951.

He served on three committees: the Junior Teacher and Family Trust; Junior Colleges, Legislative Committee; and Committee for sub-committee reports, administrative council activities; largely work on reports of evaluating committees.

He has no history of students.

Dr. Davis is completing another year as College Ombudsman. It is admitted for publication in Junior-Senior Trust, Bulletin, Intermountain, Spring 1952.

Dr. L.C.I. Cook, Professor of Mathematics and Director of Industrial Education, University of Utah, is in charge of teacher training in his institution. Dr. Cook visited the Junior College of Commerce, San Jose, Calif. in connection with the training of commercial teachers in his institution. In this college has a flourishing area. It encourages the training of, or assists in, other junior colleges in study and review of teacher training.

PROFESSIONAL DATA - DAVIS

Professor Davis's work is described in the San Jose Junior College of Commerce Journal. He encourages some members of his association this year. He is a member of the Public Relations Committee

Co-ordination of Mathematics and Industry, Mathematics Association of America and the Council of Teachers of Mathematics. He gave talks to the Newark Council of Teachers of Mathematics and to the Woodridge High School National Honor Society.

He is chairman of the Salary Committee of the Association of New Jersey State Teachers Colleges. He arranged the Fall Institute and Spring Meeting. He attended many meetings on the new salary schedule. He is chairman of one evaluation committee and attended the New Jersey Education Association convention in Atlantic City. He served on the Men's A.A.

He is a member of the Advisory Committee, Metropolitan Section, American Society for Quality Control and Problems Editor, Industrial Quality Control.

He presented papers at these conventions: the annual meeting of the American Statistical Association at Boston on "Statistical Training in Industry"; the annual meeting of the American Society for Quality Control at Syracuse on "Training Conferences in Quality Control"; also at regional meetings of the American Society for Quality Control on "Basic Concepts of Quality Control", in New York, Washington, Poughkeepsie, and in Delaware. He delivered papers before these groups: University of Maryland Conference, Princeton Conference, Rutgers Conference - he was general chairman, General Electric Coshocton, Ohio; General Electric at Bridgeport, Mass., Technical Socieities Council at Newark; Paper Box Association in New York; Packaging Association in Atlantic City; Metal and Thermite Company in New York City; Frankford Arsenal in Philadelphia.

He is consultant to these: Continental Paper Company, a paper on this is to appear in Technical Association of Pulp and Paper Industries as soon as cleared; Honey Comb Company of America

results are to appear in a joint paper of American Society for Testing Material; Aeronautical Radio Company, results are to be presented to a meeting of Air Material Command at a meeting in St. Paul; on training for Radio Corporation of America he prepared and conducted a training program, the results are presented at the annual meeting of the American Society for Quality Control. They are to be published in Industrial Quality Control.

He is on the staff of the Rutgers Annual Conference Series on Quality Control. He has been appointed on the United Nations Technical Assistance Mission on Quality Control to India for the fall semester, 1952.

PROFESSOR T. POLAND HUMPHREYS

During the past year he continued his membership and participation in the activities of the following professional groups: American Mathematical Society, The Mathematical Association of America, The National Council of Teachers of Mathematics, The Association of Mathematics Teachers of New Jersey, Section 11 of the Society for the Experimental Study of Education, National Education Association, Council of State Employees, Association of New Jersey State Teachers College Faculties, National Congress of Parents and Teachers, and the Montclair State Teachers College faculty association.

He also continued to interest both graduate and undergraduate students at Montclair in the activities of a number of these groups including the two mathematics clubs at Montclair State teachers College, Sigma Phi Mu and Aphesteon.

He continues to serve as Book Review editor of the New Jersey Mathematics Teacher. He served as one of the members of the following faculty committees: Television in Education,

results are to answer in a joint paper of questions dealing for testing material; nonmaterial tests; summary, results are to be presented to a meeting of the National Council of a meeting in an; ...ly on relating the basic concepts of medium in practical and concerned a technical problem, the results are presented at the annual meeting of the American Society for Quality Control. They are in publishing in industrial quality control.

It is a new part of the management conference using on Quality Control. We are seen interest as the United States Technical Conference Division on Quality Control to India for the fall semester, 1964.

PROGRESS I. [illegible]

During the past year we continued the membership and program ...ities in the activities of the following professional groups: American Mathematical Society, the Mathematical Association of America, the National Council of Teachers of Mathematics, the Association for Computing Machinery of the Society, Beside it of the Society for the Mathematical Study of Thought, Personal Teaching Association, Council of State Societies, Association of the Great Lake Industry Quality Societies, National Congress of Teachers and Students, and the Institute Field Research Society Quality Activities.

We also continued to interest the industry and academic ...ments to contribute to the activity of a number of these groups including the Quality Control Institute, the Institute Industry Colleges, Clubs and - and Congress.

We continued to serve as work review board of the new Career Mathematics Journal. We served as one of the members of the Fulbright Faculty Committee Television I - Committee.

Committee on Student Union Building Campaign. He participated in the administration and interpretation of the entrance examinations given to college high school applicants. He is serving as advisor to the business manager of the Bureau of Student Publications of Montclair State Teachers College.

He participated in the activities of the College High School Parent Teachers Association. He participated in the work of certain formal and informal groups of College High School faculty. He attended a special anniversary banquet held by the chapters of Phi Beta Kappa of this area.

His study and work on the committee on Evaluation of Professional Laboratory Experiences led him to make additional provisions of this type in the methods course Mathematics 308.

His community activities have included: participation in the activities of the Edgemont Parent Teachers Association of Montclair. He is serving as vice-chairman of the Standing Committee and chairman of the Education Committee of the First Baptist Church of Montclair.

He has also continued his research study of the development of meanings in the teaching of seventh grade mathematics.

Josephine M. Phillips

Mrs. Phillips continued her work at Teachers College, Columbia University toward the degree of Doctor of Education. She wrote a book review for the New Jersey Mathematics Teacher. She attended the following meetings: N.J.E.A. Convention, Atlantic City, N.J., Nov. 1951; American Mathematical Association annual

Conditions on Indian Land Holding Societies. He participated in the administration and interpretation of the Alaska Homestead Act, which allows Indians to acquire land for personal ownership. He is serving as advisor on matters of Indian Land Ownership at the request of Alaska Federation of Natives Inc. Indian Ownership Policy.

He participated in the activities of the Tlingit and Haida Tribal Land Claims Committee. He participated in the work of Alaska Tribal and Intertribal Groups of Indian Land Tribal. He established a Social Anthropology Department built up the property of the Indian Group of this area.

His short and more on the conditions in Development of Professional Training Institutes did not to make additional institutions of this type in the Pacific Coastal Northwestern.

His Community activities have included: participation in the activities of the Tlingkit Haida Indian Land Claims Committee. He is serving as vice-president of the Indian Conditions and Activities of the Tlingkit Conditions of the Tlingkit Haida Groups in Ketchikan.

He is active concerned his personal health of the Development of Indian in the Tlingkit Haida Group Ketchikan.

Interview w. Phillips

Mrs. Phillips continues her work in Lawyers College, Columbia University toward the degree of Doctor of Education. She prepe a book review for the Lower Northwestern Indians. She attended the following meeting: Nat.l.a. Convention, Atlantic City, N.J., Oct. 1961. Lawyers Northwestern Association

meeting at Hofstra College, Hempstead, L.I. in Spring of 1952; meeting of teachers of elementary arithmetic at Lowell Teachers College, Lowell, Mass., July 1952, at the request of the speaker to contribute to the discussion; N.C.T.M. Summer Meeting, Exeter, N.H., August 1952, as a member of the committee for exhibits. She is Corresponding Secretary of New Jersey Beta Chapter, Kappa Mu Epsilon; General Chairman of the M.S.T.C. Homecoming Week-end, May 1952; member of the Executive Council and Assistant Treasurer of M.S.T.C. Alumni Association; and Arithmetic Editor of D.C. Heath and Co., summer of 1952.

Frederick W. Borges

Mr. Borges is a member of the American Association of University Professors and of the National Council of Teachers of Mathematics. Also of the New Jersey Education Association; the Association of New Jersey State Teachers Colleges, and of the New Jersey Association of Mathematics Teachers. He attended the New Jersey Education Association meeting at Trenton, and the meeting of the Mathematical Association of American at Hempstead, Long Island.

Last year he was faculty advisor for the Mathematics Club and the Chess Club. He reviewed Mathematic textbooks for "The New Jersey Mathematics Teacher". He organized and conducted classes in remedial arithmetic for non-mathematics majors who were having difficulty with required mathematics courses.

He is a member of the committee on Admission, Guidance, and Placement, which was a part of the Montclair State Teachers College Evaluation Program.

[illegible]

[illegible]

[illegible]

Dr. Virgil S. Mallory

Dr. Mallory is a member of these college committees: Administrative Council, Curriculum, Committee on Committees, Citizenship Education. He is chairman of the Curriculum - Instruction Committee (standard V) of the A.A.C.T.E., in preparation for their evaluation.

As a charter member of the New Jersey Association of Teachers of Mathematics and a life member of the Council, he attended most of the meetings of the Council during the Fall and early Spring.

He conferred with many teacher groups and with individual teachers on courses of study, teaching problems, and other problems pertinent to Mathematical Education.

He is a member of the Committee on Awards of the American Mathematical Association and attended several of their meetings helping to prepare the examination given to high school students, including those in our own College High School. He is a member of the Coordination Committee of the National Council of Teachers of Mathematics and attended several meetings of this Committee. He is a former Director of the National Council.

He is a Fellow of the American Association for the Advancement of Science and has been invited to address their Committee on the Gifted Pupil by the office of Education in Washington.

He is a member of other learned societies besides those mentioned: Mathematical Association of America; American Mathematics Society; British Mathematics Society; Association of Mathematics Teachers of New York City; and the Canadian Mathematics Society.

His new book, Second Algebra, written in collaboration with Kenneth C. Skeen of California, was pbulished by Sanborn and Company.

He made a gift of 1,000 book plates to be used on the books in the library of the Mathematics laboratory which he has given to

the college.

II. ENROLLMENT DATA

Undergraduates

	Majors		Minors		Total	
	Oct. 1	Feb. 1	Oct. 1	Feb.1	Oct. 1	Feb. 1
Freshmen	35	28	5	5	40	33
Sophomores	35	33	4	4	35	33
Juniors	28	26	3	3	31	29
Seniors	28	27	4	4	32	31

Graduates

M.A. Degree: June 1952. Raymond J. Baer, Gerald Rasnick Gold, William G. Koellner, Walter Maurice McCarthy, Kenneth Andrew McGown.

August 1952. Clayton F. Beyer, Daisy Saller Gogan, Sister Mercedita Moran.

III. STAFF AND STAFF CHANGES

Staff members and the courses they teach are:

Fall Term

Dr. Mallory: High School (Grade 10), 201, 401 -- 11 hr.

Dr. Davis: High School (Grade 11), 101, 301, 408 -- 14 hr.

Prof. Clifford: High School (Grade 12), 201, 402, 408 -- 15 hr.

Prof. Humphreys: High School (Grade 7), 300 (2), 477 (Int.), 400 (3) 16 hr.

Mrs. Phillips: High School (Grade 8), 301, 400, 402 -- 15 hr.

Mr. Borges: High School (Grade 9), 101, 300 (2), 400 (2) -- 16 hr.

Fall Part Time and Extension

Dr. Mallory A512

Dr. Davis A511B

Prof. Clifford A509A

Mrs. Phillips A530

Spring Term

Dr. Mallory: High School (Grade 10), 202 403 -- 12 hrs.

Dr. Davis: High School (Grade 11), 102, 302 403 -- 10 hrs.

Prof. Humphreys: High School (Grade 7), 300, 308, Int. 477 (2) 403 -- 14 hrs

Prof. Clifford: High School (Grade 12), 202 403,404 -- 5 hrs.

Mrs. Phillips: High School (Grade 8), 101, 308, 302 -- 14 hrs.

Mr. Borges: High School (Grade 9), 304, 300 (2), 102, -- 14 hrs.

Spring Part Time and Extension

Dr. Mallory A 507 Prof. Humphries A 507 B

Dr. Davis A 503 Mrs. Phillips A 521

Summer Term

Prof. Humphreys- 300, 400, Int. 477.

Mrs. Phillips- 406, 509 C, 510 B.

Dr. Davis- 501 A, 515.

Dr. Mallory absent because of illness from March 25, 1952 until the end of the school year. His place was filled by Mr. John H. Manning.

Since Prof. Clifford has leave of absence for the Fall semester of next year (1952-1953) to go to India for the United Nations, Mr. Manning will fill his place for the Fall semester.

Mr. Manning has his B.A. from Bates College in Maine. He has his M.A. from Teachers College, Columbia, where he has completed 79 credit hours for the Doctors degree.

He has had 19 years of teaching experience, 11 in high schools and 8 in colleges, University of Bridgeport, and Lafayette. He served in the army 1942-45.

IV. Recommendations

The freshman class that enters in the Fall of 1952 will graduate in June 1956. By that time the peak elementary enrollment will reach the secondary school and will cause an increasing demand for secondary teachers.

Another cause for the need for more secondary teachers is the number of high school teachers who, each year, reach retirement age in increasing numbers.

That we are training too many mathematics majors as elementary teachers has been evident for the last two years. In both 1951 and 1952 we have been unable to supply the demand for mathematics teachers because so many of our mathematics majors accepted positions in the elementary schools, positions for which they are not adequately trained.

For these reasons the freshman class next Fall should be relieved of taking elementary work. Other undergraduates in sophomore and junior classes should be allowed to select the important elective courses in mathematics not now given by the department: History of Mathematics, Mathematics of Finance, Solid Analytic Geometry and Advanced Calculus. A mathematics major takes 37 semester hours of Mathematics and its teaching; except for the language Department this is the smallest number of semester hours in any department where the demand (either in a major field alone or a combined required major and minor) may run from 50 to 70 semester hours.

Respectfully,

Virgil S. Mallory
Professor of Mathematics
Head, Department of Mathematics

Annual Report of Medical Department 1951 - 1952

I. Trends and Developments.

The work of this year has followed the general program of previous years.

1. Physical examinations of 1200 students.
2. Follow-up medical recommendations.
3. Correction of physical defects found (detailed report is attached)
4. Improvements of physical conditions of individual students referred to medical department.
5. Hearing tests (audiometer 4 A) of all entering students.
6. Communications with private physician re: improving physical efficiency of students.

II. Services Rendered.

A. Treatments (first aid).....4462

B. Dormitory care of students..... 325

C. Issuance of make-up slips.....2180

D. Office Consultations..... 850

E. Referring students to specialists when necessary..... 158

F. Correspondence with insurance companies re: students health program/.....

G. Attendance at all home athletic events.....

H. Recheck chest X-rays..... 8

I. Injections.....allergy.....vitamins..... 350
   ROTC - Programs on campus.
   Inaculations required as disease preventions.
   54 Tetanus
   35 Typhoid
   26 Vaccinations

J. Examinations other than annual medical

1. For employment..... 221
2. For camp..... 56
3. For applicants with defects noted on form C..... 100
4. Wasseuman tests..... 22

[illegible] Journal of Algebra, Geometry and Topology — [illegible]

I. [illegible] Introductions.

The study of this year has focused two general problems of particular [illegible]:

1. Algebraic classification of [illegible] structures.
2. Deformed [illegible] representations.
3. Construction of [illegible] Hopf algebras using (Lie)algebra [illegible] as ingredients.
4. Characterization of algebraic [illegible] of [illegible] [illegible] relevant to [illegible] theory.
5. Starting [illegible] (contraction [illegible]) of all [illegible] [illegible].
6. Homomorphisms with [illegible] algebraic [illegible] [illegible] [illegible] of [illegible].

II. Analysis [illegible].

1. Transformation (Lévy [illegible]) ..... [illegible]
2. [illegible] [illegible] of [illegible] ..... [illegible]
3. Theorem of [illegible] [illegible] ..... [illegible]
4. [illegible] [illegible] ..... [illegible]
5. Deformed [illegible] to [illegible] [illegible] ..... [illegible]
6. [illegible] [illegible] [illegible] [illegible] [illegible] ..... [illegible]
7. [illegible] [illegible] ..... [illegible]
8. [illegible] [illegible] ..... [illegible]
9. [illegible] ..... [illegible]
10. [illegible] ..... [illegible]
    [illegible] — [illegible] [illegible].
    [illegible] [illegible] [illegible] [illegible] [illegible].
    a) [illegible]
    b) [illegible]
    c) [illegible]
    d) [illegible]

III. [illegible] [illegible] [illegible] [illegible].

1. [illegible] ..... [illegible]
2. [illegible] ..... [illegible]
3. [illegible] [illegible] [illegible] [illegible] [illegible] ..... [illegible]
4. [illegible] ..... [illegible]

K. Ultra-violet acne therapy.....1382
43 cases of acne treated with ultra violet, diet and medication - resulting in marked improvements.

III. Enrollment Data.

Undergraduate total as of first semester.....1021

Undergraduate total as of spring semester.....1034

College High School enrollment..... 165

IV. Staff and Staff changes.

The medical department has consisted of one full time non-resident physician and one full time resident nurse. Dr. Wurts our college physician had a leave of absence from January until June. During Dr. Wurts absence, our physician was Dr. Lillian Rosenberg of Montclair Part time local physicians have been employed to assist with physical examinations, and in connection with men's athletic injuries.

Two part time graduate nurses assisted in the Medical Department from September to June. Student help was used as needed.

V. Recommendations.

1. Continue to use services of part time registered assistant nurses with tuition and living expenses as compensation.
2. Better follow up work for correction of defects as noted on physical examinations.
3. A telephone for college physicians (a much needed item.)

VI. Diagnostic and Therapeutic equipment needed.

A. A Maico Audiometer

B. A Basal metabolism machine

5. Glite-Ladle case (Lemon).....[illegible]
(A) Lemon vs. Glite Spreading Lodge Glite Vinegar,
Lodge and Administrator - Penalties in Original
Contracts.

III. Conditions Cited.

Commissioner's Order in 42 Fed. Reporter.....1903
Commissioner's Order in 42 Spring Reporter.....1904
Indiana Blue Sunday Legislation..... 1905

IV. Draft and Court Opinions.

The contract supervised has consisted of two draft plans non-violent
operations and one full time problem solver. In, there our college
operations had a lesson of showing from industry small show. During in,
there showing, our operations had Mr. William Secretary of Industry
from Blue Lawn operations Barr Some Employed in service with operations
commissioner, and in commission with Sheriff Attorney Injunction.

The year also operator courses assisted in the Federal Department
from Injunction in Jury. Problem Court was used as counsel.

V. Recommendations.

1. Conditions in the Business of year Blue Industrial Employment Lodge
with Vendor and Lawyer Business as commissioner.
2. Review Policy in Court for Interpretation of Injunction as issues on physical
conditions.
3. A strengthen for action Injunction in such Counsel Blue.)

VI. Financial and Statistical Supplement Lemon.

A. Glite Information
B. Glite Production Action

VII. Improved infirmary facilities.

A. Construction of an infirmary for care of students.

B. Diet kitchen for preparation of meals

C. Equipment needed for room now used as infirmary - two over bed trays.

Respectfully submitted,

Margaret M. Wurts

Margaret M. Wurts, M.D.

VII. Improve Existing Facilities.

1. Construction of 2a Facilities for ways of students.
2. Make rooms for presentation of media
3. Equipment needed for computer lab in Difficoro - the more the merrier.

Respectfully submitted,

Harrison C. Jones, J.D.

Medical Recommendations and Correction of Physical Defects

	No. defects	No corrected fully or partially
Blood conditions (anemia)	30	10
Blood pressure	100	70
Ears (hearing, wax)	75	20
Endocrine (pathology)	18	12
Eyes	450	220
Feet (flat)	135	40
Gastro - intestinal system	23	17
Glands	43	22
Heart	84	60
Hernia, Varicocele, Pilonidal, Varicose veins, Hemorrhoids	226	181
Lungs	12	12
Nose (sinus)	50	30
Nerves	342	152
Weight (10% over or under)	418	288
Orthopedic	92	80
Posture	323	285
Skin	220	180
Teeth and gums	253	175
Tonsils	80	35

Defects reported as uncorrected were chiefly due to:

1. Failure to report to medical department, although defect was actually corrected.

II. Lack of interests on part of some students.

III. Some defects impossible to correct, such as missing teeth,

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
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[illegible]	[illegible]
[illegible]	[illegible]

[illegible] [illegible] [illegible] [illegible] [illegible]

3. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

II. [illegible] [illegible] [illegible] [illegible] [illegible].

III. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

loss of vision due to muscle inbalance or deafness due to childhood ear infections.

STATE TEACHERS COLLEGE AT MONTCLAIR

ANNUAL REPORT
of the

MUSIC DEPARTMENT

1951-1952

I. TRENDS AND DEVELOPMENTS

A. Extension of the Music Education Curriculum

The most important development of this school year was the extension of our music education curriculum to train teachers and supervisors of vocal and instrumental music in grades K-12. This curriculum replaces the former curriculum which trained teachers of vocal and instrumental music in grades 7-12. The new curriculum was approved on June 22, 1951 by Robert H. Morrison, Assistant Commissioner for Higher Education; Everett C. Preston, Secretary, New Jersey State Board of Examiners for Teachers; and John H. Bosshart, Commissioner of Education. A copy of the new curriculum is appended.

B. Equipment Purchased

1. Tympani (exchange, old set) Frank Plo
2. Bassoon (exchange mellophone) Frank Plo
3. Clarinet - imported, no name, Frank Plo
4. Clarinet, Gerard #126
5. Bass Trombone, Holton
6. Two cellos, John Juzek
7. Two pernambuco alto bows
8. Two Mackintosh cello bags
9. Two Brazil wood violin bows

C. Inventory of College-Owned Instruments as of July 1, 1952

In addition to those instruments listed above, the college owns the following instruments which are loaned to students for use in Music 205, 206, 309, and in the College Orchestra, Band and Opera Workshop:

Name of Instrument	Make or Serial Number
1. Violin #1, bow	
2. Violin #2, bow	
3. Violin #3, bow	
4. Viola #1, bow	
5. Viola #2, bow	
6. Cello, bow stolen	
7. String bass #1, bow	American standard
8. String bass #2, bow	Kluson Mfg. Co.
9. String bass #3, bow	American standard

STATE TEACHERS COLLEGE AT MONTCLAIR

ANNUAL REPORT
of the

MUSIC DEPARTMENT

1951-1952

I. WORKS AND DEVELOPMENTS

A. Extension of the Music Education Curriculum

The most important development of this annual period was the adoption of our Music Education curriculum to train teachers and supervisors of vocal and instrumental music in grades 1-12. This curriculum replaces the former curriculum which trained teachers of vocal and instrumental music in grades 7-12. The new curriculum was approved on June 26, 1951 by Robert H. Morrison, Assistant Commissioner for Higher Education; Everett D. Preston, Secretary, for Teacher Education Board of Examiners for Teachers and Jean E. Wheeler, Commissioner of Education. A copy of the new curriculum is appended.

B. Instrument Purchases

1. Trumpet (economy, old set) Peck Fla
2. Baritone (medium economy) Frank Fla
3. Clarinet - Improved, in case, Frank Fla
4. Clarinet, Buffet Fla
5. Bass Trombone, Conn
6. Two cellos, John Deere
7. Two percussion sets Ludwig
8. Two double bass bags
9. Two small wood violin bows

C. Inventory of College-Owned Instruments as of July 1, 1951

In addition to those instruments listed above, the college owns the following instruments which are loaned to students for use in music 105, 206, 305, and in the College Orchestra, Band and Opera Workshop:

Name of Instrument	Name of Serial Number
1. Violin #1, Lee	
2. Violin #2, Lee	
3. Violin #3, Lee	
4. Viola #1, Lee	
5. Viola #2, Lee	
6. Cello, Lee studios	
7. Spring bass #1, Lee	Southern standard
8. Spring bass #2, Lee	Kinnis Eng. Co.
9. Spring bass #3, Lee	Southern standard

10. Piccolo	Guy Humphrey
11. Oboe #1	Continental Colonial
12. Oboe #2	Penzel Muller
13. Clarinet B flat	M. Lacroix, Paris
14. Bass Clarinet	Rampone #25233
15. Alto clarinet	Mariel Freres
16. French Horn (Single)	Conn #364584
17. French Horn (double) F & B flat	Conn #362399
18. French Horn (old)	Continental Colonial
19. Mellophone	Grand Rapids #102310
20. Baritone	King #10031
21. Baritone (bell front)	Pan American #133147
22. BB flat Tuba (old)	Relacquered #987
23. E flat Tuba	Conn #155134
24. BB flat tuba (new)	Cleartone 7374
25. Sarrusaphone	Conn. V.215
26. Tympani 3	
27. Field Drum #1	
28. Field Drum #2	
29. Cymbals	K. Zildgian
30. Glockenspiel	
31. Orchestra bells	
32. Sousaphone	York 90856
33. Fleugelhorn	Melville-Clarke 2621
34. Trombone with F Valve	York 1131
35. Drums	
36. French Horn	Rampone #444
37. Clarinet	Noblet #5607
38. Clarinet	Pastore A108-175
39. Cornet	Olds, #3491
40. Flute	Armstrong, 24192
41. Flute	Girard, Paris
42. Baritone	York 65189
43. English Horn	Loree J90
44. Cymbals	A. Zildjian
45. Tuba	King, #253987

D. Gifts to the College

1. From Mrs. George P. Sanborn, Montclair, Metropolitan Opera News

2. From Mrs. Louis Steul, Nutley, opera libretti

E. Scholarships

The C.O.S. Howe Memorial Organ Scholarships were awarded to Marylin Hock, and George White, Senior Music majors. Each student received a one-hour lesson weekly from Dr. Carl F. Mueller throughout the fall semester.

10. Pancake
11. Cone #1
12. Cone #2
13. Circuit 2 Flat
14. Base Circuit
15. Side Circuit
16. Front Door (single)
17. Front Door (double) 2 & 3 Flat
18. Front Door (old)
19. Mailbox
20. Window
21. Window (bell front)
22. 2 Flat Tube (old)
23. 2 Flat Tube
24. 2 Flat Tube (new)
25. Surveyhouse
26. Tropical 2
27. Field Tube #1
28. Field Tube #2
29. Urchin
30. Gladwaldal
31. Orchestra Bells
32. Dressgoose
33. Flowerpots
34. Trembone with 2 Valve
35. Drum
36. French Horn
37. Clarinet
38. Clarinet
39. Corset
40. Flute
41. Flute
42. Bellows
43. Bellow Bar
44. Cymbale
45. Tube

46. Tuba
47. Tubular Bell
48. Tubular Bell
49. Tubular Bell
50. Tubular Bell
51. Tubular Bell
52. Tubular Bell
53. Tubular Bell
54. Tubular Bell
55. Tubular Bell
56. Tubular Bell
57. Tubular Bell
58. Tubular Bell
59. Tubular Bell
60. Tubular Bell
61. Tubular Bell
62. Tubular Bell
63. Tubular Bell
64. Tubular Bell
65. Tubular Bell

5. <u>Little in the Collage</u>

1. Fine Arts. George F. Kunkel, Institute, <u>Wharenville Daily News</u>

2. Fine Arts. Paula Hood, Writer, Alpha Lidewell

6. <u>Photography</u>

The C.O.A. Fine Imperial Organ Photography Fete provided in Marville Hall, and Dorpe Folks, Senior Photo Lapse. Such events involved a one-hour lesson weekly from Dr. Dirt F. Kunkle throughout the fall semester.

F. Concerts and Extra-Curricular Activities

1. College Band, S.G.A. Assembly, September 18, Amphitheatre
2. Faculty Recital, Jem Ludman, Contralto, September 30, Russ Hall
3. College Band, Assembly, October 10, Gymnasium
4. String Trio program, Nutley High School, October 17
5. College Band, Football game, October 20, campus
6. Student Recital #1, November 2, Chapin Hall
7. College Band, Ridgefield Park High School, November 2
8. College Band, Football game, November 3 campus
9. Graduation Recital, Shirley Bode, piano, November 4, Russ Hall
10. College Band, Assembly, November 5, gymnasium
11. Music Workshop Concert, Overbrook Hospital, November 5, Cedar Grove
12. College Band Concert, Clifford Scott High School, East Orange, November 16
13. Student Recital #2, November 16, Russ Hall
14. Graduation Recital, Harold Kreismer, Trumpet, November 16, Russ Hall
15. Graduation Recital, Miriam Askin, flute, November 18, Chapin Hall
16. Faculty Recital, Murray Present, piano, November 25, Russ Hall
17. Beethoven Sonata Recital, Catherine Carver Burton, November 30, Russ Hall
18. Graduation Recital, Marylin Hoek, pipe organ, December 4, Russ Hall
19. Student Recital #3, December 7, Russ Hall
20. Graduation Recital, Jacqueline Ihling, Soprano, December 9, Chapin Hall
21. Christmas Concert, College Chorus and Orchestra, Assembly, December 12, gymnasium
22. College choir, Nutley High School, December 14
23. Student Recital, #4, December 14, Chapin Hall
24. Graduation Recital, Romayne Platt, Soprano, December 16, Chapin Hall.
25. College Choir, annual Christmas Concert, Assembly, December 18, gymnasium
26. College High School Annual Christmas Concert, December 21, gymnasium
27. Graduation Recital, Elijah Cappiello, Cornet, January 11, College High School Auditorium
28. College Band, Assembly, January 11, gymnasium
29. Graduation Recital, George White, pipe organ, January 13, Russ Hall
30. Special Music Assembly (United Nations) January 14, gymnasium
31. Fledermaus - J. Strauss, Opera, Mt. Hebron Jr. High School, January 16
32. Fledermaus - J. Strauss, Opera, Mt. Hebron Jr. High School, January 17
33. Student Recital #5, January 18, Chapin Hall
34. Graduation Recital, Marian Regetz, Soprano, January 20, Chapin Hall
35. Student Recital #6, January 25, Russ Hall
36. Graduation Recital, Edward Height, clarinet, January 20, Chapin Hall
37. College Band Concert, January 30, gymnasium
38. Graduation Recital, Anthony Chirico, February 3, Chapin Hall
39. Graduation Recital, William Shadel, Clarinet, February 10, Russ Hall
40. College Band, All-State Band Clinic, Clifford Scott High School, East Orange, February 22.
41. Student Recital #7 - February 29, Russ Hall
42. Opera Workshop - Livingston High School, March 7
43. College High School Field Trip - - Junior Performances - Metropolitan Opera, New York City, March 14
44. College Band - State Aid for Education Rally, East Orange High School, March 20

F. Concerts and Inter-Collegiate Activities

1. College Hall, F.O.S. Assembly, September 15, Auditorium
2. Faculty Recital, Jane Jackson, Soprano, September 20, Auditorium
3. College Hall, Tuesday, October 10, Dramatics
4. Spring Tide Concert, Philip Kim Sonata, October 17
5. College Hall, Violoncelli Quartet, October 24, Dramatics
6. Faculty Recital 25, Program 2, Chapel Hall
7. College Hall, Kindergarten Fall Play Festival, November 6
8. Philip Kim, Violoncelli Quartet, November 7 Dramatics
9. Faculty Recital, November 8, Dramatics
10. College Hall, Assembly, November 7, Dramatics
11. Philip Kim-Faculty Concert, Northrop Auditorium, November 21, Chapel Hall
12. Children and Concerts, Clifford Ewen Kim Sonata, Jane Jackson, November 28
13. Faculty Recital 29, December 12, Auditorium
14. Dramatics Recital, Little Theatre, Monday, December 16, Hall Hall
15. Dramatics Recital, Alpha Delta Chapter, December 17, Chapel Hall
16. Faculty Recital, Jerome Prescott, Piano, December 20, Auditorium
17. Northrop Chamber Recital, Gabriel Cantor Quartet, December 30, Auditorium
18. Dramatics Recital, Virginia Lee, Jane Irvine, December 4, Auditorium
19. Student Recital 23, December 7, Auditorium
20. Dramatics Recital, Association Talking Chorus, December 9, Chapel Hall
21. Freshman Chorus, Philip Kim and Gabriel Cantor, Assembly, December 12, Dramatics
22. College Choir, Philip Kim Sonata, December 14
23. Student Recital, 24, December 14, Chapel Hall
24. Dramatics Recital, Tempus Fugit, Symphony, December 16, Chapel Hall
25. College Choir, Annual Christmas Concert, Assembly, December 18, Dramatics
26. College 26, Annual Lunch Christmas Concert, December 21, Dramatics
27. Dramatics Recital, Lilith Sapphire, Drama, January 11, Philip Kim Sonata Auditorium
28. College Choir Assembly, January 11, Dramatics
29. Faculty Recital, Dorothy Price, Pipe Organ, January 12, Hall Hall
30. Junior Music Society (Inter Society Contest) 14, Dramatics
31. Freshmen - I. Rivers, Piano, 24, Lyman, 1r. High School, January 16
32. Juniorettes - I. Stevens, Piano, 24, Rehm 1r. High School, January 17
33. Student Recital 25, January 18, Chapel Hall
34. Dramatics Recital, Marian Lewis, Soprano, January 20, Chapel Hall
35. Student Recital 27, January 20, Hall Hall
36. Dramatics Recital, Sonny Boyer, Violinist, January 23, Chapel Hall
37. College Pod Concert, January 30, Dramatics
38. Dramatics Recital, Lorraine Curtiss, February 3, Chapel Hall
39. Dramatics Recital, Philip Kim, Violin, February 11, Hall Hall
40. College Pod, Elizabeth Ann Clinic, Violin and Harp Recital, Jane Irvine, February 20.
41. Student Recital 29 - February 25, Hall Hall
42. Jazz Society - Lincoln High School, March 7
43. Philip Kim Junior Field Trip - Junior Philharmonic - Philadelphia Opera, New York City, March 14
44. College Pod - Field Aid for Education Rally, Bell Orchestra, High School, March 23

45. Student Recital #8, March 28, Russ Hall
46. College High School Annual Concert, Choir and Orchestra, March 28, Gymnasium
47. College Choir, Chatham High School, April 4
48. Second State Instrumental Ensemble Festival, April 5, College High School and Music Building
49. College Choir - Montclair Rotary Club - April 8
50. College Band, Dunellen High School, April 22
51. Student Recital #9, May 2, Chapin Hall
52. Men in Music, Assembly, May 7, gymnasium
53. Opera Workshop - The Ribbon - W. A. Mozart; The Lowland Sea, Wilder-Sundgaard; May 7, Hillside Junior High School, Auditorium
54. Graduation Recital, Raymond Benedetto, Cornet, May 11, Russ Hall
55. Student Recital #10, May 16, Russ Hall
56. College Band, Assembly, May 14, gymnasium
57. Alumni Concert by College Choir, Orchestra, Band, Chorus, May 18, Amphitheatre
58. Student Recital #11, May 23, Russ Hall
59. Graduation Recital, Io Kotcher Mura, Violin, May 25, Russ Hall
60. Graduation Recital, Carl Nuzetti, Cello, May 26, College High School
61. Student Recital #12, June 2, Chapin Hall
62. Student Recital #13, June 6, Chapin Hall
63. College Band Concert, Nishuane Park - Montclair - June 5
64. College High School Chorus - College High School Baccalaureate, June 8 College High School Auditorium
65. College Choir - College Baccalaureate, June 8, Campus
66. Musical Program (Junior Music Majors) - President Partridge's Reception to Seniors - June 10 - Russ Hall
67. College High School Chorus and Orchestra, College High School Commencement, June 10, Amphitheatre
68. College Choir and College Orchestra, College Commencement, June 12, Amphitheatre

G. Musical Organizations of the College

1. The College Choir* - Carl F. Mueller, Conductor
2. The College Orchestra* - Emil Kahn, Conductor
3. The College Band* - Ward Moore, Conductor
4. The College Chorus* - John Craft, Conductor
5. Opera Workshop** - Emil Kahn, Director
6. Pro Musica**, Honorary Music Society, - Edna McEachern, faculty advisor
7. Men in Music** - Ward Moore, faculty advisor

NOTE: * - Class A organization, financially maintained by S.G.A.
** - Class B organization - approved, but not financially maintained by S.G.A.

H. Instrumental Ensemble Festival

The Department of Music of the New Jersey Education Association sponsored the second annual Instrumental Ensemble Festival at this college on Saturday, April 5. The purpose of this festival was to bring together students and teachers who were interested in performing small ensembles in from 3 to 8 parts in any combination of string, wood, brass or percussion instruments. Despite a rainy day, 39 ensemble groups from 24 schools participated. The grades ranged from Elementary School through Senior High

45. Phoenix Recital #9, March 26, Town Hall
46. College Girls Choral Society, Choir and Orchestra, March 26, Freewater
47. College Choir, Curtiss High School, April 2
48. Second Annual Interscholastic Scholarship Festival, April 2, College High School and Music Building
49. College Choir - Nationally Broadcast Concert - April 2
50. College Band, Jewelled Elk School, April 2
51. Phoenix Recital #10, May 2, Curtiss Hall
52. Man in Music, assembly, May 7, Auditorium
53. Choral Festival - The Gypsies - 2, A. Mozart, The Abduction from Seraglio, May 7, Multiple Junior High School, Auditorium
54. Democratic Recital, Natural Geometry, Talent, May 14, Town Hall
55. Phoenix Recital #10, May 16, Town Hall
56. College Band, Assembly, May 21, Auditorium
57. Alumni Concert by College Choir, Orchestra, Band, Chorus, May 21, Auditorium
58. Phoenix Recital #11, May 23, Town Hall
59. Graduation Recital, in Honor Area, Piano, May 23, Town Hall
60. Graduation Recital, Cora Bunnell, Cello, May 24, College High School
61. Phoenix Recital #12, June 6, Curtiss Hall
62. Phoenix Recital #13, June 6, Oberlin Hall
63. College Band Concert, Riverside Park - Evening - June 8
64. College Glee School Chorus - College High School Commencement, June 8 College High School Auditorium
65. College Choir - College Commencement, June 8, Chorus
66. Second Improve Choice Music Festival - presented by Northern Conservatory of Music - June 10 - Town Hall
67. College High School Chorus and Orchestra, College High School Commencement, June 10, Auditorium
68. College Choir and College Orchestra, College Commencement, June 11, Auditorium

5. Cultural Opportunities of the Future

1. The College Choir - Oct 7, Austin, Auditorium
2. The College Orchestra - Nov 11th, Auditorium
3. The College Band - Dec Hour, Auditorium
4. The College Chorus - June Date, Auditorium
5. Opera Workshop - Dec 14th, Auditorium
6. The Madrigal, Chamber Music Society, - June Auditorium, Faculty Artist
7. Man in Nature - Dec Hour, Faculty Artist

Note: * - Class I organization, financially sustained by A.S.U.
** - Class II organization - approved, but not financially sustained by A.S.U.

6. International Opera Festival

The Department of Music of the Iowa Lyrical Conservatory sponsors the second annual International Operatic Festival of this nature, on October, April 21. The purpose of this Festival was to bring together students and teachers who were interested in performing full operatic in from 3 to 6 parts in any combination - string, wind, voice or instrument. Usually a study day, 22 operatic groups from 40 colleges participated. The group voted Iowa Elementary School through Junior High

H. Instrumental Ensemble Festival (continued)

School. Features of the festival were (1) a graded exhibit of Ensemble materials by eight New York Music publishers and (2) a program of Ensemble music played by the college students for the visiting schools.

I. Elementary School Music Courses for General Students

Because of continued demands for elementary teachers, many college students elect courses in elementary education leading to certification in this area. To meet this need the Music Department has offered the following professionalized music courses:

Integration 475 A - Fundamentals of Elementary School Music (Designed for students with little musical background)

Integration 475 B - Teaching Elementary School Music (Designed for students who are able to read music or play the piano.)

J. Opera Workshop

The Opera Workshop under the direction of Emil Kahn distinguished itself by giving the premier performance of The Lowland Sea, a folk opera by Eric Wilder and Arnold Sundgaard. Both composer and librettist assisted in the production of the opera and were present at the premier performance.

K. Student Chapter of the Music Educators' National Conference

In order to stimulate professional interests we have organized a student chapter of the Music Educators' National Conference at the New Jersey State Teachers College at Montclair. Membership is drawn from Sophomore, Junior and Senior Music Majors. Members are eligible to attend State, sectional and national meetings of the Music Educators' National Conference. Members attended the annual meeting of the Department of Music of the New Jersey Education Association in Atlantic City last November. Mr. Louis Zerbe is faculty advisor to this group.

II. ENROLLMENT DATA

A. Music Majors

Seniors	15
Juniors	13
Sophomores	16
Freshmen	11
Total	55

B. Music Minors

Seniors	2

H. Instructional Materials Training (Continued)

Results. Features of the Institute were (1) a general exhibit of instructional materials by eight New York State institutions and (2) a program of training music players for the college students for the visiting schools.

I. Elementary School Radio Courses for General Listeners

Because of continued demands for elementary teachers, many college students elect courses in elementary education leading to certification in this area. To meet this need the Radio Department has offered the following professionally radio courses:

Intermediate 425 X - Fundamentals of Elementary School Music (Designed for students with little or no musical background)

Intermediate 475 X - Teaching Elementary School Music (Designed for students who are able to read music or play the piano.)

J. Opera Workshop

The Opera Workshop under the direction of Emil Sala presented Gaetano Donizetti's The Elixir of Love. Both performances were broadcast over WSKG-FM.

K. Eighth Director of the Opera Theatre Technical Conference

In order to stimulate professional interests on more organized a statewide chapter of the Opera Theatre Technical Conference at the New York State Fair. Twelve Directors attended. Professionally-known Opera Directors, Junior and Senior Music Majors. Concerts are arranged to attract Opera, workshops and national meetings of the Opera Theatre Technical Conference. Concerts attracted the second meeting of the Conference of Opera of the Twenty Directors Association in Atlanta City, July 1-3-4. Mr. Louis Sachs is Country advisor in this group.

II. SUPPLEMENT DATA

A. Music Majors

Seniors	15
Juniors	13
Sophomores	15
Freshmen	12
Total	55

B. Music Minors

Seniors	2

II. ENROLLMENT DATA (Continued)

B. Music Minors (Continued)

Juniors	4
Sophomores	4
Total	10

C. General Students

1. Music 100 - Music Appreciation (Required of all Freshmen) 252

2. Int. 475 A - Fundamentals of Elementary School Music (Elective for general students who desire elementary certification) 121

D. Applied Music Instruction

Music majors choose a primary and/a secondary instrument in applied music, one of which shall be piano. Students receive a one hour private lesson, weekly, in the primary instrument; a one half hour private lesson, weekly, in the secondary instrument. The following table indicates concentration in applied music:

Instrument	Number of Students Primary	Secondary
Bassoon	1	
Clarinet	6	2
Flute	3	2
French Horn	1	1
Organ	3	
Piano	9	41
Trumpet	7	
Trombone	4	
Violin	4	
Viola		1
Voice	16	8
Tuba	1	

E. Graduation Recitals

The following Senior Music Majors gave graduation recitals:

1. Miriam Askin	Flute
2. Raymond Benedetto	Trumpet
3. Shirley Bode	Piano
4. Elijah Cappiello	Trumpet
5. Anthony Chirico	Voice
6. Edward Height	Clarinet

II. [illegible] DATA (Continued)

3. Music classes (Continued)

Theory	4
Rudiments	4
Total	10

4. General Students

1. Music 100 - Music Appreciation 35
(Required of all freshmen)

2. Ind. 475 A - Fundamentals of Elementary School Music 17
(Elective for general students who desire elementary certificate)

5. Applied Music Instruction

Music majors choose a primary and secondary instrument in applied music; one of which must be piano. Students receive a one hour private lesson weekly, in the primary instrument, a one half hour private lesson, weekly, in the secondary instrument. The following class instruction corresponds to applied music:

Instrument	Number of Students Primary	Secondary
Bassoon	1	
Clarinet	6	1
Flute	3	2
French Horn	1	1
Oboe	1	
Piano	9	61
Trombone	1	
Trumpet	1	
Tuba	1	
Vi-la		1
Voice	18	8
Vio-la	1	

X. Graduation Credits

The following senior music majors have graduation recitals:

1. Alpha Lamb	Flute
2. Alfred Sandvold	Trumpet
3. Shirley Ewe	Piano
4. Philip Copelin	Trumpet
5. Anthony Cirillo	Voice
6. Edwin Heim	Clarinet

E. Graduation Recitals (Continued)

7.	Marylin Hoek	Organ
8.	Jacqueline Ihling	Voice
9.	Io Kotcher	Violin
10.	Regina Kowalsky	Voice
11.	Harold Kreismer	Trumpet
12.	Carl Nuzzetti	Cello
13.	Marion Regetz	Voice
14.	William Shadel	Clarinet
15.	George White	organ

III. STAFF AND COURSES - A. Full-Time Teachers

1. Edna McEachern, Music History, Music Theory, Music Education and Piano.

2. John Craft*, Choral Music, Music Appreciation and Theory in the College High School, Elementary Music Education for music majors and for general students in the College.

3. Jean Ludman, Sight Reading and Ear Training, Music Appreciation for General students, and Instruction in Voice.

4. Ward Moore, College Band, instruction on brass instruments in the college and College High School, and Music Education courses in instrumental music.

5. Murray Present, Instructor in Piano.

6. Louis Zerbe, College High School Orchestra, nstruction in Strings in the College and College High School, and Music Appreciation for general students in the College.

* Resigned August, 1952, to take position as Supervisor of Music, Baltimore County Public Schools, Towson, Maryland.

B. Part-Time Teachers

1. Emil Kahn (3/5 time) - College Orchestra, related courses, and Opera Workshop.

2. Carl F. Mueller (2/5 time) - College Choir, Organ, A Cappella Choir

3. Russell Hayton* - Organ

4. Beatrice Merlau - Clarinet

5. Gerald Quinlan - Flute

6. Maxine L. Shimer - Bassoon

*Non-Resident

B. Graduation Tentative (Continued)

7. Carville Week	Organ
8. Tuskegee Trains	Voice
9. In Science	Violin
10. English Literary	Voice
11. Musical Theatre	Theatre
12. Cost Accounts	Cello
13. Marine Sports	Tuba
14. Utility Rules	Clarinet
15. Grange Rules	Organ

III. MUSIC AND CONCERTS - A. Full-Time Teachers

1. Vera Robinson, Music History, Small Talent, Girls Glee Club and Piano.

2. Jane Conley, Chorus Music, Music Appreciation and Theory in the College High School, Elementary Music Methods for music majors and for general students in the College.

3. Ivan Cohen, Organ Playing and Air Technique, Music Appreciation for General students, and Performing in Voice.

4. Jane Moore, Piano Music, Instruction in Music Appreciation in the Public and College High School, and music Education courses in Instrumental music.

5. Harvey Rosser, Instructor in Piano.

6. Louis Layne, College High School Orchestra, Instruction in playing in the College and College High School, and music Appreciation for general students in the College.

7. Margaret Lucas, 1932, to take position as Librarian at Music, Hillsboro County Public Schools, Tampa, Florida.

B. Part-Time Teachers

1. Hall Yale (3/4 time) - College Orchestra, Violin Courses, and Grade Instruction.

2. Earl W. Mullen (2/3 time) - College Choir, Glee, Chorus, & Tuskegee Choir

3. Harold Cayton - Organ

4. Berkley Parham - Clarinet

5. Gerald Jenkins - Flute

6. Hector L. Grimes - Saxophone

Continued next

B. Part-Time Teachers (Continued)

7. Mrs. Sara Cox - Music 320

8. Mrs. Henry Dabczynski - Music 320

9. Miss Ruth Vincent - Music 320

C. Courses Taught During School Year 1951-1952

Course Title	No. of Sections	Enrollment	Teacher
Music 100, Music Appreciation	8	252	Kemp Zerbe McEachern Ludman
Music 101, Sight Reading & Ear Training I	1	15	Ludman
Music 102, Sight Reading & Ear Training II	1	14	Ludman
Music 201, Harmony I	1	18	McEachern
Music 202, Harmony II	1	17	McEachern
Music 205, Orchestra Instruments	2	18	Zerbe
Music 206, Band Instruments	2	17	Moore
Music 207, Epochs in Musical Development I	1	21	McEachern
Music 208, Epochs in Musical Development II	1	21	McEachern
Music 301, Choral Technique	1	15	McEachern
Music 305, Orchestration	1	12	Kahn
Music 306, High School Orchestras and Bands	1	14	Moore
Music 307, Form and Analysis	1	13	McEachern
Music 401, Teaching Music in the Secondary School	1	18	McEachern
Music 405, Orchestra Conducting & Score Reading	1	13	Kahn
Music 406, Modern Music	1	14	Kemp
Music 337, The Opera	1	5	McEachern
Music 338, The Symphony	1	9	Kahn
Music 499, Workshop in High School Music	1	15	McEachern
Int. 475A, Fundamentals of Elementary School Music	8	121	
Music 320, Teaching Music in the Primary Grades (Juniors)	1	12	Craft
Music 321, Teaching Music in the Intermediate Grades (Juniors)	1	10	Craft
Music 320, Teaching Music in the Primary Grades (Seniors)		13	Craft
Music 321, Teaching Music in the Intermediate Grades (Seniors accelerating - last 6 weeks		14	Cox Dabczynski Vincent

6. Part-time Teachers (Continued)

7. Mrs. Mary Cox - Music 320

8. Mrs. Mary Dobrzynski - Music 320

9. Miss Ruth Vincent - Music 320

D. Summer Teachers During School Year 1971-1972

Course Title	No. of Credits	Enrollment	Teacher
Music 100, Music Appreciation	3	232	Kemp Davis Rubinsky Ludwig
Music 101, Sight Reading & Ear Training I	1	15	Ludwig
Music 102, Sight Reading & Ear Training II	1	14	Ludwig
Music 200, Harmony I	1	12	Rubinsky
Music 201, Harmony II	1	17	Rubinsky
Music 203, Orchestra Instruments	1	18	Davis
Music 205, Band Instruments	1	17	Moore
Music 207, Music in Medical Developments I	1	21	Rubinsky
Music 208, Music in Medical Development II	1	21	Rubinsky
Music 301, Choral Techniques	1	15	Rubinsky
Music 305, Conducting	1	12	Davis
Music 306, High School Orchestra and Music	1	12	Moore
Music 307, Form and Analysis	1	12	Rubinsky
Music 308, Teaching Music in the Secondary School	1	14	Vincent
Music 309, Teaching Instruments in Junior Building	1	13	Davis
Music 400, Modern Music	1	14	Kemp
Music 317, The Opera	1	5	Rubinsky
Music 318, The Symphony	1	9	Davis
Music 319, Textbook in High School Music	1	12	Vincent
Ind. 1721, Fundamentals of Elementary School Music	3	121	
Music 320, Teaching Music in the Primary Grades (Seniors)	1	12	Cox
Music 321, Teaching Music in the Intermediate Grades (Seniors)	1	10	Cox
Music 320, Teaching Music in the Primary Grades (Seniors)		13	Cox
Music 321, Teaching Music in the Intermediate Grades (Seniors accelerating - last 5 weeks		14	Cox Dobrzynski Vincent

C. Courses Taught During School Year 1951-1952 (Continued)

Extension 1951-1952: Fall Semester

		Teacher
Music A 428, Music of Twelve Great Nations	23 enrolled	McEachern

Summer Session 1952:

Int. 475 A, Fundamentals of Elementary School Music	21	Craft

D. Accelerated Music Program

Senior Music majors were given an opportunity to meet the new certification requirements (Kindergarten-Grade 12) by taking Music 320 - "Teaching Music in the Kindergarten-Primary Grades," and Music 321 - "Teaching Music in the Intermediate Grades." All senior music majors chose to accelerate.

IV. RECOMMENDATIONS

I wish to make the following recommendations pertaining to the Music Department:

A. Music Observation in the Elementary School

With the extension of our music teacher-training program to include Kindergarten through Grade 12, adequate music observation in the elementary school grades becomes imperative. Suggest that we endeavor to work out some plan with the Montclair System whereby we can use Bradford School or North East school for Music Observation.

B. Relation of Music Minor to Academic Major

Because of the affinity of subjects and calls from the field for teachers equipped to teach music in combination with an academic subject, I wish to recommend that the music minor be limited to those students with majors in English, Social Studies, and Modern Languages.

C. Sound-Proof Studio 2

Because of classes in Room 1 and the constant use of the record-player in Room 3, it is often impossible to give a voice lesson in Studio 2. Both walls and ceiling need to be treated acoustically.

D. Graduate Curriculum - with M.A. in Music Education

We are receiving an increasing number of calls from our alumni, as well as from graduates of other colleges, for an M.A. degree in Music Education at Montclair. The high tuition at Teachers College, Columbia University and

C. Courses Taught During Second Year 1971-1972 (Continued)

Semester 1971-(1972) Will Concentr

			Teacher
Music 4 A2B, Study of Twelve Great Artists	2)	weekly	Robertson

Summer Session (1972)

Lab. 173 A, Fundamentals of Elementary Vocal Music	2)		Grafs

D. Accelerated Music Program

Senior Music majors were given an opportunity to meet the new certification requirements (Elementary-Grade 12) by taking Music 350 - "Teaching Music in the Elementary-Primary Grades," and Music 351 - "Teaching Music in the Intermediate Grades." All senior music majors were so involved.

IV. RECOMMENDATIONS

I wish to make the following recommendations pertaining to the music department:

A. Music Observation in the Elementary Grades

With the adoption of our music teacher-training program to include Elementary-through Grade 12, adequate music observation in the elementary school grades becomes imperative. Students not so minor in music not even get a chance at the Intermediate Grades unless we put the Student Teacher or Math Aide school for music observation.

B. Relation of Music Minor to Academic Major

Because of the difficulty of subjects and calls from the field for teachers equipped to teach music in combination with an academic major, I also to recommend that the music minor be limited to those students with majors in English, Social Studies, and Modern Languages.

C. Dual-Level Music I

Because of course I-Term I not the greatest use of the record-player in Room 2, it is often impossible to give a valid lesson in Section 2. Both will not utility need to be treated separately.

D. Teacher Conference - With B.A. in Music Education

We are fearful of losing our music of calls from our alumni, as well as from students or other colleges, for an B.A. degree in Music Education or Musicology. The sign-ups at Fresnere College, Columbia University and

New York University, together with the time involved and cost of commuting, makes graduate work in these institutions prohibitive for many students. This points up a need for a graduate program in Music Education in New Jersey.

E. "Round-the-Clock" Outgoing Telephone Service in the Music Building

At present the Music Building can be reached only through the college switchboard between 8:30 a.m. and 4:30 p.m. Students practice in the Music Building until 9 p.m.; no outgoing telephone calls are possible between 4:30 and 9 p.m. In the event of accident or fire, it would be necessary to go three blocks to the nearest pay phone. (See Recommendation for 1950-1951).

F. Hot Water in the Music Building

The Music Building is not just a "Classroom building" where students come and go; it is the "home" of the Music Department, where both music students and faculty live and spend many hours each day. Moreover, the Music Building provides classrooms for a large number of general students, (Music 100, Music Appreciation, required of all Freshmen) and a rehearsal room for choir, orchestra, band and opera workshop, which cross section the entire student body. For these reasons the lavatory facilities of the Music Building are much used. It is impossible to keep lavatories clean without hot water. (See Recommendation for 1950-1951).

Respectfully submitted,

Head of the Music Department

EMcE:fev

Yale University, Cameron also the time involved not work of composition, some students may be taken instructions questionnaire for own students. This giving of a need for a graduate program in Music Education in the library.

3. Sound-Proof Practice Rooms Needed in the Music Building

It appears the music building can be studied only through the college catalogues between 8:30 a.m. and 4:30 p.m. Students practice in the Music Building until 9 p.m. or outside the campus units are practice between 4:30 and 9 p.m. In the event of meetings or Fine, it would be necessary to go from branch to the Samuels for home. (See Recommendation for 1970-1971).

4. Not Enough in the Music Building

The Music Building is not just a rehearsal building or, students come and go, it is the "home" of the Music Department, where both music students and faculty live and spend many hours each day. However, the Music Building provides classrooms for a large number of general students. (Music 100), Music Appreciation, required of all freshmen) and a rehearsal room for choir, orchestra, band and opera workshop, which cause another the rehearsal room. The same reason the history facilities of the Music Building are not good. It is impossible to keep laboratory class without hot water. (See Recommendation for 1970-1971).

Instructor's Evaluation.

Head of the Music Department

Date:

ANNUAL REPORT OF THE SCIENCE DEPARTMENT
1951-1952

I. GENERAL DEVELOPMENT

a. The most important development in the science department during the year 1951-1952 was the retirement of Professor Earl R. Glenn after twenty-four years of service. He accepted a position as Fulbright Lecturer to the Philippines and left June 15th 1952.

b. Dr. Robert W. McLachlan left in June 1951 for service with the air force. This left the department short the service of one full time associate professor. The load was temporarily assumed by other members of the science department.

c. The preparation in science of students for elementary education continued to be a problem. Some progress was made in securing adequate books for use in the course. The work given is insufficient for meeting the needs of our students.

II. SCIENCE COURSES IN THE UNDERGRADUATE COLLEGE - 1951-1952

In this section of the annual report will be found the enrollment of the college for the Fall Semester and the Spring Semester of the year 1951-1952.

Two courses are designed for purposes of general education. Science 100 A is a survey type of program in the Physical Science. Science 100 B is a similar survey in biological sciences.

Due to the demand for training in elementary science there were offered during the Summer Session, Fall and Spring Semesters courses in Elementary Science. While the course was labeled Integration 478 each student had considerable experience in handling of equipment and using demonstrations.

Enrollments will be found in the following pages for each science course.

Enrollment by Class

Freshmen plus advanced Freshmen	23
Sophomores	30
Juniors	10
Seniors	20
Total Majors	83
Graduated June 1952	17

ANNUAL REPORT OF THE SCIENCE DEPARTMENT
1951-1952

I. GENERAL DEVELOPMENT

a. The most important development in the science department during the year 1951-1952 was the retirement of Professor Earl A. Olson after twenty-four years of service. He accepted a position as Ambright Lecturer in the Philippines and left June 15th 1952.

b. Dr. Robert A. Schneider left in June 1951 for service with the air force. This left the department short the services of one full time specialist professor. The load was temporarily assumed by other members of the science department.

c. The preparation in science of students for elementary education continued to be a problem. Some progress was made in securing adequate books for use in the courses. The work given is insufficient for meeting the needs of our students.

II. COURSES GIVEN IN THE UNDERGRADUATE SCIENCE - 1951-1952

In this section of the annual report will be found the enrollment of the colleges for the Fall Semester and the Spring Semester of the year 1951-1952.

Two courses are designed for purposes of general education. Science 100 I is a survey type of course in the Physical Science. Science 100 B is a similar survey in biological sciences.

Due to the demand for training in elementary science there were offered during the Summer Session, Fall and Spring Semesters courses in Elementary Science. While the course was labeled Interpretive 47 each student had considerable experience in handling of equipment and being demonstrations.

Enrollments will be found in the following pages for each science course.

<u>Enrollment by Class</u>

Freshmen plus advanced Freshmen	23
Sophomores	30
Juniors	10
Seniors	20
Total Men	83
Graduated June 1952	17

Survey of Physical Science 1951-1952

Fall Semester 1951

Number	Title	Credit	Enrollment
100 A-I	Survey of Physical Science	4	28
100 A-II	Survey of Physical Science	4	24
100 A-III	Survey of Physical Science	4	30
	Spring Semester 1952		
100 A-I	Survey of Physical Science	4	23
100 A-II	Survey of Physical Science	4	24

Survey of Biological Science - 1951-1952

Fall Semester 1951

100 B-I	Survey Biological Sciences	4	25
100 B-II	Survey Biological Sciences	4	23
100 B-III	Survey Biological Sciences	4	24
	Spring Semester 1952		
100 B-I	Survey Biological Sciences	4	21
100 B-II	Survey Biological Sciences	4	25
100 B-III	Survey Biological Sciences	4	21

Integration 478 - Science in Elementary Schools

Summer 1951

Int. 478	Science in Elementary Schools		31
	Fall 1952		
Int. 478 I	Science in Elementary Schools		30
Int. 478 II	Science in Elementary Schools		32
	Spring Semester 1952		
Int. 478 I	Science in Elementary Schools		25
Int. 478 II	Science in Elementary Schools		19
	Total		137

Survey of Physical Science 1951-1952

Fall Semester 1951

Number	Title	Credit	Enrollment
100 A-I	Survey of Physical Science	4	29
100 A-II	Survey of Physical Science	4	21
100 A-III	Survey of Physical Science	4	30

Spring Semester 1952

100 A-I	Survey of Physical Science	4	25
100 A-II	Survey of Physical Science	4	34

Survey of Biological Science - 1951-1952

Fall Semester 1951

100 B-I	Survey Biological Science	4	39
100 B-II	Survey Biological Science	4	23
100 B-III	Survey Biological Science	4	24

Spring Semester 1952

100 B-I	Survey Biological Science	4	22
100 B-II	Survey Biological Science	4	24
100 B-III	Survey Biological Science	4	21

Integration 170 - Science in Elementary Schools

Summer 1951

Int. 170	Science in Elementary Schools	31

Fall 1951

Int. 170 I	Science in Elementary Schools	30
Int. 170 II	Science in Elementary Schools	32

Spring Semester 1952

Int. 170 I	Science in Elementary Schools	25
Int. 170 II	Science in Elementary Schools	19
	Total	137

Biology, Chemistry & Physics

Fall 1951

N umber	Title	Enrollment
Bio. 101 I	Botany	14
Bio. 101 II	Botany	15
Bio. 201 I	Zoology	16
Bio. 201 II	Zoology	20
Bio. 402	Mammalian Anatomy and Histology	8
Chem. 101 I	General Chemistry	19
Chem. 101 II	General Chemistry	15
Chem. 202	Analytical Chemistry	12
Chem. 405	Organic Chemistry	12
Physics 101	General College Physics	24
Physics 402 I	Advanced Electricity	8
Physics 402 II	Advanced Electricity	12
Science 401	Teaching of Science in Secondary Schools	24

Spring Semester 1952

Bio. 102 I	Botany	13
Bio. 102 II	Botany	15
Bio. 202 I	Zoology	21
Bio. 202 II	Zoology	16
Bio. 409	Human Physiology	6
Chem. 102 I	General College Chemistry	14
Chem. 102 II	General College Chemistry	20
Chem. 203	Analytical Chemistry	9
Chem. 406	Organic Chemistry	11
Physics 102	General College Physics	24
Science 404	Problems of Teaching Science	22

Biology, Chemistry & Physics

Fall 1951

Number	Title	Enrollment
Bio. 101 I	Botany	14
Bio. 102 II	Botany	15
Bio. 201 I	Zoology	16
Bio. 201 II	Zoology	20
Bio. 402	Mammalian Anatomy and Histology	8
Chem. 101 I	General Chemistry	13
Chem. 101 II	General Chemistry	15
Chem. 202	Analytical Chemistry	12
Chem. 405	Organic Chemistry	12
Physics 101	General College Physics	24
Physics 402 I	Advanced Electricity	8
Physics 402 II	Advanced Electricity	12
Science 401	Teaching of Science in Secondary Schools	24

Spring Semester 1952

Bio. 102 I	Botany	13
Bio. 102 II	Botany	15
Bio. 202 I	Zoology	21
Bio. 202 II	Zoology	14
Bio. 409	Human Physiology	6
Chem. 102 I	General College Chemistry	14
Chem. 102 II	General College Chemistry	20
Chem. 203	Analytical Chemistry	9
Chem. 406	Organic Chemistry	11
Physics 102	General College Physics	24
Science 401	Problems of Teaching Science	25

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III. RECORD OF SCIENCE MAJORS ASSIGNED TO STUDENT TEACHING

Fall 1951

Student	School
Boyarsky, William	Garfield # 9
Hall, Nina	Arts High School, Newark
Satanoff, Philip	Atlantic City (graduate student)

Spring 1952

Bertsch, Christine	Irvington
Doeg, Kenneth	Union
Goniba, Frank	Perth Amboy
Kennedy, Mary	Point Pleasant
Lochner, Pauline	Bayonne
Loustalot, Rosemary	Bellville
Malles, Elizabeth	Kearny
Normandin, Diane	Columbia, So. Orange
Pennetta, Gerardo	Nutley Jr.
Piaja, Jeanne	Clifton, Annex
Redeker, Charles	Weequahic, Newark
Richmond, Chester	Rahway
Sanok, Joan	East Orange
Strukel, Josephine	Union Hill, Union City
Testa, Thomas	Montclair
Vieth, Sonya Merkel	Union
Bravick, Joseph	Clifton High (graduate student)
Bristom, Edward	Millburn (graduate student)
Denongeot, George	Clifton (graduate student)
Kancerius, Peter	Hoboken (graduate student)

III. RECORD OF SCIENCE MAJORS ASSIGNED TO STUDENT TEACHING

Fall 1952

Student	School
Sponsler, William	Deerfield # 9
Hall, Alan	Arne High School, Kewaunee
Kennedy, Philip	Atlantic City (graduate student)

Spring 1953

Burdson, Charlotte	Irvington
Dean, Kenneth	Union
Gordie, Frank	Fort Atkoy
Kennedy, Mary	Point Pleasant
Lockman, Pauline	Bayonne
Lonsdale, Rosemary	Hallville
Malles, Elizabeth	Kearny
Rosenwald, Diana	Columbia, So. Orange
Rosetta, Dorothy	Valley Jr.
Vlaj, Joann	Clifton, Lower
Bodker, Marcia	Wenonah, Kearny
Diamond, Chester	Sabory
Hanck, Joan	East Orange
Strubel, Josephine	Union Hill, Union City
Tanko, Vivian	Montclair
Vlach, Anna Marie	Union
Brevik, Joseph	Clifton High (graduate student)
Grinton, Edward	Millburn (graduate student)
Desrosiers, George	Clifton (graduate student)
Gurevitz, Peter	Nutley (graduate student)

Student	School
Lawrence, Harry	Union
Resnik, Arnold	Passaic
Sorge, Vincent	Verona

IV. GRADUATE DIVISION

In this section a brief review is given of the courses in the graduate division for the Summer 1951, Fall 1951 and Spring 1952.

This work is carried on as an added load. Some courses were listed for Dr. McLachlan, but he was recalled to the army air force. These courses were reassigned to Dr. Reed but he met with an accident and the courses had to be discontinued.

Graduate Courses offered July 1, 1951 to June 15, 1952

Summer 1951

Number	Course	Students	Points
Biol. S 402	Mammalian Anatomy and Histology	8	4
Biol. S 501	Teaching of Biology	11	3
Physics S 406	Astronomy	10	4
Chem. S 412	Physical Chemistry	discontinued	
Chem. S 413	Atomic Structure and Atomic Energy	discontinued	

Fall 1951

Biol. A 408	Biological Techniques	14	4
Physics A 513	Nuclear Radiation	13	2
Physics A 407	Aviation	8	2

Student	School
Lawrence, Harry	Tulsa
Hasnik, Arnold	Pawnee
Moore, Thomas	Verden

IV. GRADUATE DIVISION

In this section a brief review is given of the courses in the graduate division for the Summer 1951, Fall 1951 and Spring 1952.

This work is carried on as an added load. Some students were listed for Dr. Wolcottian, but he was recalled to the army air force. These courses were transferred to Dr. Hagel but he met with an accident and the courses had to be discontinued.

Graduate Courses offered July 1, 1951 to June 15, 1952

Summer 1951

Number	Course	Students	Points
Biol. 3 L02	Mammalian Anatomy and Histology	8	4
Biol. 3 L21	Teaching of Biology	13	3
Physics 3 L04	Astronomy	10	4
Chem. 3 L12	Physical Chemistry	discontinued	
Chem. 3 L13	Atomic Structure and Atomic Energy	discontinued	

Fall 1951

Biol. 3 L08	Biochemical Technique	16	4
Physics 3 L13	Nuclear Radiation	13	2
Physics 3 L07	Aviation	8	2

Spring 1952

Biol. 509	Botany of Flowering Plants	14	4
Biol. 412	Genetics from Mendel to Lysenko	discontinued	
Chem. A 509	Advanced Inorganic Chemistry	16	4

Enrollment Statistics 1951-1952

Graduate students matriculated July 1, 1951		37
Matriculated July 1, 1951 to July 1, 1952		15
Graduated:	August 1951	4
	June 1952	7

V. RECOMMENDATIONS

The following recommendations are submitted for the consideration of the administrative office.

A. Some plan of recruiting desirable science majors should be inaugurated. It is desirable to have a Freshman science section of thirty to forty majors. This would furnish twenty-five to thirty graduates. There are more than that number of vacancies in science reported to the placement department this year. A constant size class would lighten the problem of adjusting teaching schedules to varying numbers of upper year science classes.

B. A re-examination of the curricula of science majorsshould be made to find place for more mathematics. It is suggested that Mathematics 300 - Social and Commercial Uses of Mathematics be waived and Mathematics 102 be substituted in the curricula for science majors.

C. A time in the teaching program of the members of the department should be arranged so that department meetings can be held.

Respectfully submitted,

Rufus D. Reed, Chairman
Science Department

RDR:b

Spring 1952

Biol. 520	Botany of Flowering Plants	11	4
Biol. 522	Genetics from Mendel to Cytogenetics		discontinued
Chem. 4 509	Advanced Inorganic Chemistry	15	4

Enrollment statistics 1951-1952

Graduate students matriculated July 1, 1951		37
Matriculated July 1, 1951 to July 1, 1952		15
Graduated:	August 1951	4
	June 1952	7

V. RECOMMENDATIONS

The following recommendations are submitted for the consideration of the administrative office.

1. Some plan of recruiting desirable science majors should be inaugurated. It is desirable to have a freshman science section of thirty in forty majors. This would furnish twenty-five to thirty graduates. There are more than that number of vacancies in science reported to the placement department this year. A constant size class would lighten the problem of adjusting teaching schedules to varying numbers of upper year science classes.

2. A re-examination of the curricula of science majors should be made to find place for more electives. It is suggested that Biochemistry 300 - Food and Commercial Uses of Biochemicals be waived a co-requisite 101 be substituted in the curricula for science majors.

3. A time in the teaching program of the staffing of the departments should be arranged so that departmental meetings can be held.

Respectfully submitted,

Walter G. Dow, Chairman
Science Department.

WGD:b

Report to the President

Social Studies Department, 1951-52

As of June, 1952, the numbers of majors registered in the Social Studies Department were as follows:

Seniors	50
Juniors	52
Sophomores	45
Freshmen	56

Minors were distributed between the minor in History and Political Science - Economics as follows:

	History	Political Science - Econ.
Seniors	12	
Juniors	13	3
Sophomores	17	13

It will be observed that the numbers of minors have increased, due probably to changes in Speech requirements, and that the Political Science - Economics minor is increasing, due probably to the knowledge among the students of the existence of such a minor.

Eleven graduate students received the Master's degree in the current year.

There have been no changes of personnel in the department during the past year. Mr. Walter Kops has taken over the direction of the China Institute, formerly directed by Dr. Wittmer, and has also directed the United Nations Institute. In the spring of 1952, Dr. Moffatt collaborated in the publication of a book on methods of teaching the Elementary Social Studies. Dr. Clayton has continued, along with his other

Report to the President

Social Studies Department, 1941-42

As of June, 1942, the membership of the department in the social studies department were as follows:

Seniors	80
Juniors	35
Sophomores	40
Freshmen	50

Classes were distributed between the hour in history and political science - sociology as follows:

	History	Poli. Sci. - Soc.
Seniors	12	
Juniors	19	3
Sophomores	17	12

In view of observation that the number of minors been increased, one profit to obtain in summer or university, and that the political science - sociology is about as interesting, the property to the department among the students of the seniors of year's minors.

Seven graduate students receive the degree's grade in the current year.

There have been no changes of personnel in the department during the past year. Mr. Walter Cole has taken over the direction of the Odin Institute, formerly directed by Dr. Ritter, who has also directed the Julius Sullivan Institute. In the spring of 1942, Dr. Jeffrey participated in the publication of a book on methods of teaching the "Democracy" social studies. Dr. Clayton has continued, along with his other

work, the direction of Education for Citizenship project at Montclair.

I have referred in previous reports to the efforts being made to make observation in the College High School both more general and more profitable. This last year was the first year in which the new program was put into effect for the entire Junior class, as well as the first year in which the Senior observation period was geared directly with the course in methods (S.S. 401) taught by Dr. Moffatt. The results, I believe, represent a very definite improvement over past ones. I have discussed the matter at some length with last year's Juniors and find them almost unanimously approving - though they suggest certain possibilities of further improvement, with which I agree. Their suggestions are not new to us, but there are serious administrative difficulties in the way of putting them into effect. They suggest 1) that it would be very desirable from their point of view for them to be permitted to teach briefly in the College High School during their observation period, and 2) that there should be full opportunity for them to discuss with the Demonstration School instructor both before and after a class - at least one or the other - the problems of the class under observation. In the early days of this institution some such plan was carried out by certain classes in the Integration Department. It is, I think, a most desirable procedure and should, if at all possible administratively, be re-established in major departments. It was further believed by the Juniors that observation should begin in the Sophomore year. This is already a practice in some departments though it never has been that of the Social Studies Department. We shall give serious consideration

work, the direction of education for citizenship problems of materials.

I have referred in previous reports to the efforts being made to make observation in the College High School both more general and more profitable. This last year was the first year in which the new program was put into effect for the entire junior class, as well as the first year in which the senior observation period was geared directly with the course in methods (S.S. 401) taught by Mr. Wolfert. The results, I believe, represent a very definite improvement over past years. I more discussed the matter of core teacher with last year's seniors and find them almost unanimously approving - though they suggest certain possibilities of further improvement, with which I agree. Their suggestions are not new to us, but there are serious administrative difficulties in the way of putting them into effect. They suggest 1) that it would be very desirable from their point of view for them to be permitted to teach briefly in the College High School during their observation period, and 2) that there should be full opportunity for them to discuss with the Demonstration Council instructor both before and after a class - at least one or the other - the problems of the class under observation. In the early days of this institution some such plan was carried out by certain classes in the Demonstration department. It is, I think, a most desirable procedure and should, if at all possible administratively, be re-established in major departments. If you further believed by the Junior that observation should begin in the September year. This is already a practice in some departments though it never has been that of the social studies department. A small city relieve considerable

during the next year to further modification of our program along these lines.

One feature of the Demonstration School curriculum in the Social Studies has been, for some time, an unsatisfactory one. This is the absence of any Social Studies class in the tenth grade and the existence of two courses in Social Studies for the twelfth grade. The reason for this situation lies in the predominantly college preparatory character of the student body. Required work for the tenth grade has made it necessary to make anysocial studies work in that year elective - with few students to elect it. Seniors, on the other hand, often have some freedom to elect and in the past have been sufficient in number to constitute in that year a class in recent European history. All this, however, is quite out of accord with the curriculum picture as it is found in the average public high school. There the prevalent - though not universal - practice is to offer a course in World History in the tenth grade. From the standpoint of demonstration and observation it is to be desired, certainly, that our program conform as nearly as possible to the public school picture.

During the last year some modification has taken place in the work of the seventh grade. It has been felt by the director of the Demonstration School as well as by some of the instructors that the change from un-departmentalized sixth grades from which most of our seventh graders come to the completely departmentalized work of our school is a very abrupt one. Dr. Fincher, who teaches the seventh grade, has therefore begun a tentative experiment in cooperation with the English teacher to secure integration of the

during the past year or further modifications of our program along these lines.

One feature of the experimentation school curriculum in the social studies has been, for some time, an unsatisfactory one. This is the absence of any social "science" course in the senior year and the maintenance of two courses in social studies for the tenth grade. The reason for this situation lies in the proximately college requirements characteristic of the original body. Realizing more for the future, some new code is necessary to make substantial studies vary in that year elsewhere - with the students to elect it. Seniors, on the other hand, often have some freedom to elect and in the past have been sufficiently to enrolled in to constitute in that year's class in Twentieth Century Civilization. Juniors, in spite out of course with the curriculum planners as it is found in the previous curriculum study - school. There the problem - though not universal - question is to offer a course in social history in the tenth grade. From the standpoint of experimentation and observation it is so no use that, certainly, that our program authors are ready to provide to the public school objectives.

During the last two more evaluation are taking place in the work of the private group. It has been said by the director of the experimental school as well as by some of the teachers that the course from 12-Economics which treats the nation part of our secondary students seem to be essentially experimental of our school in a very about one. Mr. Flemer, who teaches the school group, has therefore begun a tentative experiment in correlation with the English teacher to [illegible] the [illegible] of the

two subjects and there is now under consideration a plan for drawing in at least one other department and for putting this experiment on a more systematic basis.

We are making one slight change in the requirements for the Master's Degree. For some years now a requirement for that degree in Social Studies has been Social Studies 502 - the Origin and Development of the Constitution. This is a course conducted by the seminar method, in which there is careful instruction in methods of research and in the evaluation of historical sources and secondary works, and in which each student applies these principles in a research paper. Our library has been built up in the field of the Constitution to meet the needs of this course, especially so far as source materials are concerned. Of late years the numbers of graduate students matriculated for the degree has made it necessary to give this course very frequently. At a time when the number of our offerings has been reduced for budgetary reasons, this tends to limit still further the variety of our offerings. We have decided, therefore, to offer Social Studies 518, Recent Trends in American History, as an alternative seminar course. Either will thus fulfill the requirements for a seminar course, and both may be taken by the same student, since the subject matter field is quite different, and, in the case of a student taking both, additional opportunity will be offered for the application of research techniques. This particular course has been chosen for the purpose because it is about the only one in which printed source materials are fairly easily available.

I should call attention again to a trend, to which I think earlier reference has been made, and which is a cause for concern.

It is a trend which affects not only Social Studies, but most of the major departments, and it grows out of the requirement of an elementary minor for all students. The result - in the Social Studies Department at any rate - is that each year, as soon as placement begins, the very best majors - those most likely to succeed as beginners in secondary school teaching - are snapped up for elementary positions. This leaves for secondary schools, when vacancies occur, only our less desirable candidates. It is natural, of couse, for students, anxious to be placed and not confident of what the future may bring, to take the first thing that is offered. Whether or not it would be practicable for the placement office to hold out some of these more mature candidates, I don't know. But it seemsas if this situation has an over-all bad effect on our reputation as trainers of secondary school teachers.

There is another unfortunate consequence of this elementary minor requirement which has been noted often, and which I discussed in the report of last year, as it affects Social Studies majors. It is the inadequacy of preparation which results from the elimination of all possibility of electives. During the last year one change has taken place which helped in some small degree. It was decided at Trenton that the methods course (Social Studies 401) which is required of all majors should, in the future, be rated as an integration course. This freed three credits in Social Studies for majors, and we have used this to require of all majors a three credit course in Medieval History, to fill one of the several gaps which exist in their present preparation.

But serious gaps remain. They are as follows: 1) our majors

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have no course whatsoever in recent European history; their European history course stops with 1920; formerly almost all majors elected the course in recent European history (European Outlook); 2) they have no course in Ancient history (except for the smattering they may encounter in the Civilization course) though most secondary school courses in World History spend a considerable amount of time in this field; 3) they have no work at all in the field of Sociology, except the little that can be gained from the two-credit course in Contemporary Social Problems; 4) Montclair has never given any courses that is a direct preparation for teaching the important Problems of American Democracy course, which, in one form or another, is the twelfth grade work in the majority of high schools. While the materials for such a course are in part provided in their history, economic and political science courses, and in the Field Trip course, it would certainly be desirable for these materials to be synthesized somewhere in the college course.

The solution of this problem was discussed at some length in my report of last year. It was suggested that a required major in History and a required minor in Political Science, Economics and Sociology should constitute adequate preparation in the fields of the Social Studies. The only argument that has been advanced against this - so far as I know - is that it would complicate somewhat the placement problem. Considering existing practices at Montclair this would seem a feeble argument. In the first place, a high proportion of all students are placed in the elementary field, where a second minor is of little, or no consequence. In the second place, Social Studies is one of the

few departments where such a required minor in the major field is not part of the program. It has always been so in Science. It is practically so in both English and Music. And now, in Business Education, where the placement problem is certainly as acute as it is in Social Studies, all work of Business majors is in the field of Business Education. I recommend again that serious consideration be given to this matter.

While the building program is still in an unsettled state, it may be premature to discuss in detail the material needs of the Social Studies Department. But they are numerous. The most pressing one, undoubtedly, is for adequate office space. Seven persons are now using one small room, and if Mr. Kops were there, as he should be, the congestion would be even greater. Every year the need for more adequate filing equipment increases; there is great need now, and it is only lack of room for additional cabinets which has kept me from urging the purchase of them. As things are, I recommend the purchase of at least two more, place for which may possibly be found in Room 20. Looking ahead, it is desirable to appreciate the need, not only for more office space, but for some sizable room to be used as a Social Studies library, map room and for laboratory purposes. While some administrative difficulties may be involved, such a room is more necessary for Social Studies, perhaps, than for any other department. Music, with a much smaller student body and much less dependence on books, has such a room. With the use of student librarians such a room would make more useable and much more used, the books and maps we already have.

Finally, this report would not be complete without reference to a feature of all preceding reports - for six years, I think. I refer to the fact that this department of nine people, using some ten or eleven student helpers, has available just one broken down typewriter of ancient vintage. Our department has made very few financial demands upon the college for equipment - nothing, I believe, in several years, except for a few maps. It would seem that provision of at least one thoroughly efficient and up-to-date typewriter ought to be forthcoming.

E. L. Gage.